



# **District Improvement Plan**

## **Cesar Chavez Academy**

4100 Martin St  
Detroit, MI 48210-2806

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## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

# **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.**

There are multiple stakeholders that are involved through various avenues which influence the planning of CCA's district improvement plan. School leaders from five campuses meet twice a month (2nd and 4th Tuesdays) with a full agenda that entails topics that address daily operations, district and school specific issues, program evaluation, funding, instruction, school improvement issues and other concerns. Also our instructional coaches meet monthly to discuss data, curriculum, instruction, compliance issues and school specific issues. In addition, in accordance with our Title 1 parent involvement plan/policy, we schedule parent meetings at a.m. and p.m. times at different campuses. Parents who are unable to attend, are asked to provide information through surveys throughout the year. In addition, students are asked to complete surveys as well on instruction and programming. Lead teachers and school improvement leads facilitate the meetings and collect minutes and share with the staff as a whole and communicate with the school leader to discuss revisions, ideas and progress of school/district improvement plans.

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

CCA District plans for monthly leadership meetings, instructional coach meetings, SIP meetings, ESL meetings, parent meetings and board meetings. During these meetings input is welcomed and encouraged from all parties. Active members provide data, suggestions and action plans to monitor the DIP and the school improvement plans. Agendas are created and sign in sheets are evidence of the collaboration of team members.

**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 teams that were mentioned, such as the leadership team, instructional coach team, district school improvement team and ESL teams are informed from their leads on the team on the necessary changes made and the expectations of the revised SIP/DIP. The board members are informed through the organizational meetings and parents are often notified through PowerSchool, Brightarrow, newsletters and parent meetings.

# **2019-2020 CCA District Improvement Plan**

## Overview

### Plan Name

2019-2020 CCA District Improvement Plan

### 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 in the Cesar Chavez District will become proficient in ELA.  | Objectives: 4<br>Strategies: 17<br>Activities: 129 | Academic       | \$6450763     |
| 2  | All students in the Cesar Chavez District will become proficient in mathematics.  | Objectives: 4<br>Strategies: 17<br>Activities: 72  | Academic       | \$2543087     |
| 3  | All students in the Cesar Chavez District will become proficient in science.  | Objectives: 1<br>Strategies: 13<br>Activities: 60  | Academic       | \$2394415     |
| 4  | All students in the Cesar Chavez District will become proficient in social studies.   | Objectives: 1<br>Strategies: 8<br>Activities: 42   | Academic       | \$1513405     |
| 5  | Safe and secure environment for all students at CCA.  | Objectives: 1<br>Strategies: 2<br>Activities: 6    | Organizational | \$464500      |
| 6  | All English Language Learners in the Cesar Chavez District will increase reading and writing proficiency in the English Language as measured by the annual WIDA assessment. | Objectives: 1<br>Strategies: 4<br>Activities: 11   | Academic       | \$305000      |
| 7  | All parents of immigrant students in CCA district will increase their participation in parent engagement activities provided by the district.                               | Objectives: 1<br>Strategies: 1<br>Activities: 2    | Organizational | \$127500      |
| 8  | All English learners in CCA District will improve their English language acquisition annually measured by the WIDA.   | Objectives: 1<br>Strategies: 3<br>Activities: 12   | Academic       | \$144500      |
| 9  | All English learners will improve their performance in reading and mathematics annually as measured by state annual assessment or local assessment.                         | Objectives: 1<br>Strategies: 3<br>Activities: 11   | Academic       | \$598350      |
| 10 | All students will be provided pathways to College and Career Readiness.   | Objectives: 6<br>Strategies: 3<br>Activities: 8    | Academic       | \$30500       |
| 11 | All homeless students will engage in all Title 1A Services to increase support in order to achieve academically and behaviorally.   | Objectives: 1<br>Strategies: 1<br>Activities: 2    | Academic       | \$10000       |

# Goal 1: All students in the Cesar Chavez District will become proficient in ELA.

**Measurable Objective 1:**

85% of All Students will demonstrate a proficiency of 80% or higher in English Language Arts by 06/30/2024 as measured by the student's M-step (or equivalent state assessment), MME, SAT, and NWEA scores.

**Strategy 1:**

Alignment of curriculum, instruction, and assessment - The Quality School Improvement Plan (QSIP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all content areas. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the QSIP which will assist in aligning the curriculum to the common core state standards, structure the pacing guides and analyze the district assessment data. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Category: Career and College Ready

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Tier: Tier 1

| Activity - Curriculum Alignment to CCSS  | Activity Type                                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
|--|---|--------|-----------|------------|------------|-------------------|----------------------------------|---|
| The staff will use the TLG Pacing Guides, and curriculum resources such as Curriculum Crafter and Atlas Rubicon, to support the implementation of the Cesar Chavez curriculum aligned to the Common Core State Standards (CCSS).<br><br>Schools: All Schools | Curriculum Development, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3000            | Title I School Improvement (ISI) | The district's administrative team (school leaders, instructional coaches, ELL coaches, director of compliance) are responsible for purchasing this resource. |

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| Activity - Data Analysis of Curriculum   | Activity Type                       | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible   |
|--|-------------------------------------|--------|---------|------------|------------|-------------------|---------------------------------|---|
| <p>The director of compliance, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.</p> <p>Schools: All Schools</p> | Technology , Curriculum Development | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$120000          | Title I Part A, Title I Part A  | The director of compliance , the school instructional coaches and school leaders are responsible for analyzing data.    |
| Activity - Curriculum Alignment Professional Development   | Activity Type                       | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible   |
| <p>The district administrative team will participate in ongoing professional development to support the alignment of the curriculum to the Common Core State Standards and the instruction and assessment outlined in the (QSIP).</p> <p>Schools: All Schools</p>      | Professional Learning               | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$44750           | Title I Part A, Title II Part A | The district's administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) |
| Activity - Teaching the Common Core State Standards  | Activity Type                       | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible   |

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|  |  |               |                  |                   |                   |               |                       |  |
|--|--|---------------|------------------|-------------------|-------------------|---------------|-----------------------|--|
| <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), This will be accomplished by using a rigorous lesson planning model. This model will be used to translate the standards into learning. By focusing on continuous improvement, the staff will employ exemplary practices that will increase learning and achievement. Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.</p> <p>The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop student learning maps that provide a focus for teacher planning and clearly communicate the expected learning to students.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will create student learning maps. These maps will be derived from the academy's standards driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the student learning maps will provide a consistent access to the standards and the curriculum throughout the school. This activity will be monitored by the instructional coach, district coordinator of student learning, and the school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them. This will require an online observation tool/app to record observations, transmit feedback, and generate data.</p> <p>Schools: All Schools</p> | <p>Monitor,<br/>Direct<br/>Instruction</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$6000</p> | <p>Title I Part A</p> | <p>Instruction staff, instructional coaches, school leaders, district director of compliance</p> |
|--|--|---------------|------------------|-------------------|-------------------|---------------|-----------------------|--|

| Activity - Professional Development on High Yield Tier I Instrucion | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|-----------------------|--------|-----------|------------|------------|--------|-----------------|---|
| <p>The staff will receive training on how to implementation of the common core state standards and on how vertically align the curriculum. Frequent observations will take place by the instructional coach, the school leader, and the district coordinator of student learning to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.</p> <p>Schools: Cesar Chavez High School</p> | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$6000 | Title II Part A | Instructional staff, instructional coaches, school leaders, and the district director of compliance |
|--|-----------------------|--------|-----------|------------|------------|--------|-----------------|---|

| Activity - Effective and Ongoing Data Analysis   | Activity Type       | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>FocalPointK-12, 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.</p> <p>The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results. FocalPointK-12 or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.</p> <p>Schools: All Schools</p> | Technology, Monitor | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$75000           | Title I Part A    | Instructional staff, instructional coaches, school leaders, and district director of compliance |

| Activity - Student Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |  |             |              |                   |                 |                          |                          |   |
|--|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will receive professional development on engagement strategies which will be incorporated into their lesson plans and delivery. Classroom participation and mastery will increase from increased levels of engagement.<br><br>Schools: All Schools  | Supplemental Materials, Direct Instruction   | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$25000                  | Title I Part A           | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| <b>Activity - Graphic Organizers</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Students and teachers will use graphic organizers when modeling and displaying mastery. These graphic organizers will be used weekly.<br><br>Schools: Cesar Chavez Academy Elementary East   | Direct Instruction   | Tier 1      |              | 08/01/2019        | 06/30/2020      | \$1000                   | Title I Part A           | Instructional staff, instructional coach, school leader   |
| <b>Activity - Academic Vocabulary</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and prerequisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.<br><br>Schools: All Schools   | Direct Instruction   | Tier 1      | Implement    | 08/01/2019        | 06/30/2020      | \$1000                   | General Fund             | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| <b>Activity - School Improvement Coach</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| 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.<br><br>Schools: All Schools | Policy and Process, Curriculum Development, Teacher Collaboration, Professional Learning | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$15000                  | Section 31a              | School Improvement Coach  |

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| Activity - District Improvement Meetings  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|---|
| The district will host a planning meeting to review student achievement data, credits and curriculum resources.<br><br>Schools: All Schools | Policy and Process, Curriculum Development, Getting Ready | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | School leaders, instructional coaches, school improvement team leads, and the district director of compliance |

| Activity - District and School Improvement Planning Professional Development   | Activity Type                             | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---|
| District improvement team members will require professional development on: Grants, Legislative Policies & Procedures, ASSIST diagnostics, District/School Improvement Frameworks, Data Review and Analysis, Curriculum Alignment, Program Evaluation, and Effectively Using Technology.<br><br>Schools: All Schools | Policy and Process, Professional Learning | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000            | Title II Part A   | School leaders, instructional coaches, school improvement team leads, and the district director of compliance |

| Activity - Purchase Materials Aligned to the Curriculum  | Activity Type                     | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible        |
|--|-----------------------------------|--------|-------|------------|------------|-------------------|-------------------|--------------------------|
| The schools will purchase ELA materials that align with the CCSS and the CCA curriculum.<br><br>Schools: All Schools | Curriculum Development, Materials | Tier 1 |       | 08/01/2019 | 06/30/2020 | \$0               | General Fund      | District leadership team |

### Strategy 2:

DI (Differentiated Instruction) - All staff will implement DI (Differentiated Instruction) in response to data to increase student achievement and close the achievement gaps among the sub groups. Staff will incorporate DI strategies throughout the implementation of the Common Core State Standards.

Category: English/Language Arts

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

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SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 2

| Activity - Monitor Strategies   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---|---|
| The district's administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) will monitor the implementation of these strategies on a daily basis.<br><br>Schools: All Schools  | Monitor               | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$120000          | Title I Part A  | District administrative team  |
| Activity - Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Teachers will be provided with ongoing professional development on strategies for implementing DI in reading comprehension and informational text, incorporating reading stations and labs, and into all Tier I instruction. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction, Writing in the Common Core, Phonemic Awareness, Station-Based Learning, and Implementing the CCSS.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$65000           | Title II Part A, Title III, Title II Part A, Title II Part A, Title II Part A | District administrative team<br>School leaders,<br>instructional coaches. |
| Activity - Purchase additional resources  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |



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|   |                        |        |           |            |            |         |                |  |
|---|------------------------|--------|-----------|------------|------------|---------|----------------|--|
| Teachers will be provided with materials and supplies to support the best practices of differentiated instruction. For example, visual aids graphic organizers, grade leveled books, books on tape, head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.<br><br>Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$18000 | Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for researching, recommending and the purchase of additional resource materials. |
|---|------------------------|--------|-----------|------------|------------|---------|----------------|--|

| Activity - Hands-On Learning   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible   |
|--|--------------------|--------|---------|------------|------------|-------------------|--|---|
| Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material. Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning stations. These include: activities, games, and manipulative materials. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the CCA Curriculum, and the Common Core State Standards. Teachers employ the strategies needed to effectively differentiate lessons and assessments, based on student readiness, learning styles, and needs.<br><br>Schools: All Schools | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5500            | Title I Schoolwide, Title I Schoolwide | Instructional coach, instruction staff, and support staff |

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| Activity - Informational Text and Leveled Readers (Spanish & English)  | Activity Type                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|---|--------|---------------|------------|------------|-------------------|---|---|
| <p>Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate</p> | Academic Support Program, Direct Instruction    | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$17602           | Title III, Title I Schoolwide, Title II Part A, Title III | School leader, instructional coach, administrative team, support staff, and the district director of compliance |
| Activity - Use of Research and Evidence Based Activities   | Activity Type                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.</p> <p>Schools: Cesar Chavez Academy Elementary East</p>  | Direct Instruction                              | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required                                       | Instructional coach, instructional staff, and support staff   |
| Activity - Effective Use of Reading Specialist   | Activity Type                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>   | Academic Support Program, Teacher Collaboration | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$60000           | Title I Schoolwide  | School leader, Instructional Coach, Data Coach, Reading specialist  |
| Activity - At Risk Support Staff   | Activity Type                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |

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|   |                          |        |         |            |            |          |  |   |
|---|--------------------------|--------|---------|------------|------------|----------|--|---|
| Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven MTSS process.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$375000 | Title III, Title I Part A, Section 31a | Instructional coach, instruction staff, and support staff |
|---|--------------------------|--------|---------|------------|------------|----------|--|---|

| Activity - Reading Interventions  | Activity Type            | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
|---|--------------------------|--------|----------|------------|------------|-------------------|-----------------------------|---|
| Reading intervention classes are monitored by a reading interventionists that also provides intensive reading interventions to identified at-risk students.<br><br>Schools: All Schools | Academic Support Program | Tier 3 | Evaluate | 08/01/2019 | 06/30/2020 | \$48500           | Section 31a, Title I Part A | The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff |

### Strategy 3:

Extended Learning Opportunities - Cesar Chavez District will host a number of learning programs and extended day learning opportunities that will meet the needs of all students. Programs include Credit Recovery, Summer Learning Academy for Title I students (students at risk) and English Language Learners, after school tutoring, Saturday school, Spring Break Academic Camp and transition programs.

Category: English/Language Arts

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 3

| Activity - Hire additional Academic Support staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |   |             |              |                   |                 |                          |  |   |
|---|---|-------------|--------------|-------------------|-----------------|--------------------------|--|---|
| The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the MTSS process.<br><br>Schools: All Schools | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 2      | Implement    | 08/01/2019        | 06/30/2020      | \$1730324                | Section 31a, Title I Part A              | School leaders are responsible for hiring staff.  |
| <b>Activity - Summer School Program</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                 | <b>Staff Responsible</b>  |
| Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies and personnel to support instruction.<br><br>Schools: All Schools   | Academic Support Program  | Tier 2      | Monitor      | 07/01/2020        | 08/31/2020      | \$212500                 | Title I Part A, Section 31a, Section 31a | School leader, instructional coaches and teachers.  |
| <b>Activity - Summer School Program Administrator</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                 | <b>Staff Responsible</b>  |
| Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.<br><br>Schools: All Schools  | Academic Support Program, Monitor                                     | Tier 1      | Monitor      | 07/01/2019        | 08/29/2019      | \$11500                  | Title I Part A, Section 31a              | Administrative team, Summer School program administrator  |
| <b>Activity - Extended Learning</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                 | <b>Staff Responsible</b>  |
| All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via PLATO program.<br><br>Schools: Cesar Chavez High School  | Technology, Academic Support Program                                  | Tier 2      | Monitor      | 08/01/2019        | 06/30/2020      | \$50000                  | General Fund                             | General Education Teachers, Special Education Teachers, Instructional Coach, all Paraprofessionals, School Leader |

## District Improvement Plan

Cesar Chavez Academy

| Activity - After School Study Skills   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible   |
|--|--------------------------|--------|---------|------------|------------|-------------------|-----------------------------|---|
| Identify students that are at risk in language arts for after school support on targeted skills.<br><br>Schools: All Schools | Academic Support Program | Tier 3 | Monitor | 08/01/2019 | 06/30/2020 | \$16500           | Section 31a, Title I Part A | School leader, coach, teachers and highly qualified aides |

| Activity - Living Arts Program   | Activity Type                                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| This program will partner with the staff at various CCA Campuses to ensure receive enriching experiences connecting to culture and art.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate | Direct Instruction, Implementation, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$12000           | Other             | School leader, teachers, Living Arts Program Director and instructional coach |

### Strategy 4:

Instructional Staff Coaching - The District will maintain an Instructional Coach in each building, ELL Coaches , Data Coaches, PBIS Coaches, and a District Director of Compliance to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content area, analyze building level data, develop maps and pacing guides and plan professional development that meet the individual needs of staff.

Category: English/Language Arts

Research Cited: Marzano, R (2003 ). What works in schools: Translating research into action.

Knight, J. (2005). A primer on instructional coaching. Principal Leadership, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). The Heart of the Matter: The Coaching Model in America's Choice Schools.

Lyons, C., and Pinnell, G. (2001). Systems for Change in Literacy Education: A Guide to Professional Development.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier: Tier 1

| Activity - Walk-Throughs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

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|--|------------------------------------|--------|---------|------------|------------|---------|----------------|---|
| Instructional coaches, District ELL coaches, District Director of Compliance, and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walk-Throughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported. Daily, Weekly and Monthly walk-throughs will be used as a form of data to measure success of various components of learning. | Walkthrough, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$60000 | Title I Part A | School leader, instructional staff, instructional coach and District Director of Compliance |
| Schools: All Schools   |                                    |        |         |            |            |         |                |   |

| Activity - Data Analysis   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                |
|--|---------------|--------|---------|------------|------------|-------------------|---------------------|----------------------------------|
| Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development. | Monitor       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | The district administrative team |
| Schools: All Schools   |               |        |         |            |            |                   |                     |                                  |

| Activity - Professional Development for District Leadership   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible                |
|---|-----------------------|--------|---------|------------|------------|-------------------|----------------------------------|----------------------------------|
| Instructional coaches, District ELL coaches and the District Director of Compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000           | Title II Part A, Title II Part A | The district administrative team |
| Schools: All Schools  |                       |        |         |            |            |                   |                                  |                                  |

| Activity - Utilize Instructional Coaches | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

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|--|---|---------------|------------------|-------------------|-------------------|-----------------|---------------------------------------|--|
| <p>The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, reviewing lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.</p> <p>Schools: All Schools</p> | <p>Academic Support Program, Policy and Process, Monitor, Direct Instruction, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$400000</p> | <p>Title I Part A, Title I Part A</p> | <p>School leader, district director of compliance, instructional coaches</p> |
|--|---|---------------|------------------|-------------------|-------------------|-----------------|---------------------------------------|--|

| Activity - Marzano's Observation Tool  | Activity Type               | Tier          | Phase          | Begin Date        | End Date          | Resource Assigned | Source Of Funding          | Staff Responsible   |
|--|-----------------------------|---------------|----------------|-------------------|-------------------|-------------------|----------------------------|---|
| <p>Web-based site license for Teacher Observations</p> <p>Schools: All Schools</p> | <p>Monitor, Walkthrough</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$0</p>        | <p>No Funding Required</p> | <p>Administration, instructional coach, data coach, RTI coach, Department of Academic Achievement</p> |

| Activity - Utilize Data Coach  | Activity Type                            | Tier          | Phase          | Begin Date        | End Date          | Resource Assigned | Source Of Funding                     | Staff Responsible                                     |
|--|--|---------------|----------------|-------------------|-------------------|-------------------|---------------------------------------|---|
| <p>The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities. The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez High School</p> | <p>Academic Support Program, Monitor</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$80000</p>    | <p>Title I Part A, Title I Part A</p> | <p>School leader, instructional coach, data coach</p> |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Teacher Evaluation Platform  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|--|--------|---------------|------------|------------|-------------------|--------------------|---|
| A framework for evaluating teachers and administrators will be selected. This framework will meet the requirements as dictated by the Michigan Department of Education. The framework will necessitate the acquisition of a data collection tool that works with the framework.<br><br>Schools: All Schools   | Policy and Process, Evaluation                                       | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$10000           | Title I Part A     | School leaders, instructional coaches, district director of compliance  |
| Activity - Professional Development for Teacher Evaluation Platform   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| The administrative team will require professional development on the teacher/administration framework and the data collection tool.<br><br>Schools: All Schools   | Professional Learning  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000            | Title I Part A     | Administrative Team   |
| Activity - Professional Learning Communities  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, best practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.<br><br>Schools: All Schools | Professional Learning  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$2000            | Title I Schoolwide | School leadership, instructional leadership team, district director of compliance, instructional staff, support staff |
| Activity - Collaboration with District Director of Compliance   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.<br><br>Schools: All Schools  | Academic Support Program, Policy and Process, Curriculum Development | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0               | General Fund       | School leader, instructional coach and district director of compliance  |



**District Improvement Plan**

Cesar Chavez Academy

| 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.<br><br>Schools: All Schools | Curriculum Development, Professional Learning, Evaluation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$13500           | Section 31a, Title I Schoolwide | District coordinator for student learning, school leaders, instructional coaches, instructional staff, and ELA coach |

**Strategy 5:**

Parent Involvement - The district will increase parent involvement to support student learning in all content areas. Activities include: Curriculum Night /Lunch bunch, ESL classes, Open House/Student Orientation, Title I parent meeting, standardized test preparation meeting, Homework and Study Skills, and English and Math initiatives.

Category: English/Language Arts

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Tier: Tier 1

| Activity - Parent Literacy Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

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|--|--------------------|--------|---------|------------|------------|---------|----------------|--|
| Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$25000 | Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for researching, recommending and the purchase of additional resource materials. |
|--|--------------------|--------|---------|------------|------------|---------|----------------|--|

| Activity - Parent Involvement Coordinator   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|---|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Parent Involvement Coordinators will work within buildings to build effective parent relationships to further gain parental involvement with the school and community. They will also further build parent knowledge and capacity.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Parent Involvement | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$50000           | Title I Part A    | School Leaders, parent involvement coordinators |

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

## District Improvement Plan

Cesar Chavez Academy

| <p>The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success. 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.</p> <p>Schools: All Schools</p> | Parent Involvement | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$7000            | Title I Schoolwide, Title I Part A | School leadership, instructional leadership team, instructional staff, support staff, office staff, School Home-Community Liaison, General Education Staff, and Support Staff |
|---|--------------------|--------|---------------|------------|------------|-------------------|------------------------------------|---|
| Activity - Bi-Weekly Curriculum Briefing for ELA  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                  | Staff Responsible   |
| <p>Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate</p>  | Parent Involvement | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$2150            | Title I Part A                     | Coach, leader, parent liaison, and instructional staff  |
| Activity - Parent Friendly Curriculum   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                  | Staff Responsible   |
| <p>Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.</p> <p>Schools: Cesar Chavez Academy Elementary</p>  | Parent Involvement | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required                | School leader   |
| Activity - Dia De La Mujer Conference   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                  | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

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|--|--------------------|--------|-----------|------------|------------|-------|----------------|---------------|
| Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.<br><br>Schools: Cesar Chavez Academy Elementary | Parent Involvement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$750 | Title I Part A | School leader |
|--|--------------------|--------|-----------|------------|------------|-------|----------------|---------------|

| Activity - Parent Leadership Institutes and Give aways  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible    |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------|
| Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.<br><br>Schools: Cesar Chavez Academy Elementary | Parent Involvement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$4100            | Title III         | School leader, staff |

| Activity - Home Visits   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Stipends for teachers who conduct home visits for students who are at-risk (chronologically absent).<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$2000            | Title I Part A    | administration, community liaison, teachers, support staff, instructional support |

| Activity - After School Events  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|---|--------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| After school events such as literacy night, math night, and science night that will engage families will instructional activities and strategies that can be done at home. Students will be able to take home manipulative materials, books, and learning games to bridge the home/school connection.<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1500            | Title I Part A    | administrative team, teachers, support staff |

| Activity - Parent Newsletter Subscriptions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|  |               |      |       |            |          |                   |                   |                   |

## District Improvement Plan

Cesar Chavez Academy

|  |                      |             |              |                   |                 |                          |                          |  |
|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Subscriptions to newsletters for parents to support the home/school connection and support parents with added strategies<br><br>Schools: All Schools   | Parent Involvement   | Tier 1      | Implement    | 08/01/2019        | 06/30/2020      | \$500                    | Title I Part A           | administrative team, community liaison                                 |
| <b>Activity - Monthly Reading Events and Activities</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Parent Involvement   | Tier 1      | Implement    | 08/01/2019        | 06/01/2020      | \$6500                   | Title I Part A           | School leader, instructional coach, staff                              |
| <b>Activity - Distribute Literature to Inform Parents on ELA Strategies</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.<br><br>Schools: All Schools  | Parent Involvement   | Tier 1      | Implement    | 08/01/2019        | 06/30/2020      | \$1500                   | Title I Part A           | School leader, instructional coach and instructional and support staff |
| <b>Activity - Assistance from Agencies to Present to Families</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.<br><br>Schools: Cesar Chavez Academy Elementary East  | Parent Involvement   | Tier 1      | Implement    | 08/01/2019        | 06/30/2020      | \$3500                   | Title I Part A           | School leader, instructional coach, contractual services and staff     |
| <b>Activity - Professional Development on Parental and Community Relationship</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|--------|---------|------------|------------|--------|--------------|---|
| Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.<br><br>Schools: Cesar Chavez Academy Elementary East | Parent Involvement, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000 | General Fund | School leader, district director of compliance, instructional coach and support staff |
|---|---|--------|---------|------------|------------|--------|--------------|---|

| Activity - Attendance/Truancy Coordinator  | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| A district truancy officer who will work with school attendance personnel to coordinate a district attendance program. The truancy officer will work with students, families, and school personnel to implement this district program.<br><br>Schools: All Schools | Academic Support Program, Parent Involvement | Tier 3 | Implement | 08/01/2019 | 06/30/2020 | \$35000           | Section 31a       | Administration, Community Liaisons, School Attendance Personnel, Truancy Officer |

| Activity - Incentives to address (Chronic Absentism)  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |
|---|---|--------|---------------|------------|------------|-------------------|-----------------------------|--|
| Incentives will be chosen in order to reduce the chronically absent students in our district which is increasing at high percentages.<br><br>Schools: All Schools | Parent Involvement, Materials, Other - Monetary Incentives, field trips, uniforms, etc, Getting Ready, Community Engagement | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$17000           | Title I Part A, Section 31a | School leader, truancy officer, social worker and selected staff |

### Strategy 6:

Multi-Tiered Systems of Support - The district will continue to implement the Response to Intervention (RtI) and Positive Behavior Intervention Support (PBIS) tiered model to close student achievement gaps in all subgroups, to monitor student progress, and to support positive behavior.

Category: Learning Support Systems

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

**District Improvement Plan**

Cesar Chavez Academy

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.:

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Ellis, A. K. (2001). Research on educational innovations.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention: Examining field-based and research-implemented models.

Tier: Tier 2

| Activity - Hire or retain additional support staff  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--------------------------|--------|---------|------------|------------|-------------------|--|--|
| The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach, ELL Coordinators) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. 31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills. 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and Rtl. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support. | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$652456          | Section 31a, Section 31a, Title I Part A, Title I Part A, Title I Part A | The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district director of Compliance ) are responsible for hiring staff to support the Rtl program. |
| Schools: All Schools  |                          |        |         |            |            |                   |  |  |

| Activity - Monitor the MTSS Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|                                     |               |      |       |            |          |                   |                   |                   |

## District Improvement Plan

Cesar Chavez Academy

|   |  |               |                |                   |                   |            |                            |   |
|---|--|---------------|----------------|-------------------|-------------------|------------|----------------------------|---|
| <p>The district administrative team will monitor the MTSS process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include NWEA, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, SAT, Pre and Post test, DIBELS K-3 and Phonics screeners.</p> <p>Schools: All Schools</p> | <p>Academic Support Program, Monitor</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>The districts administrative team(school leaders, instructional coaches, district director of compliance), in collaboration with Data/Rtl coaches, are responsible for monitoring the MTSS programs.</p> |
|---|--|---------------|----------------|-------------------|-------------------|------------|----------------------------|---|

| Activity - Professional development / PLC for MTSS  | Activity Type                | Tier          | Phase          | Begin Date        | End Date          | Resource Assigned | Source Of Funding                    | Staff Responsible   |
|---|------------------------------|---------------|----------------|-------------------|-------------------|-------------------|--------------------------------------|---|
| <p>Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.</p> <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$9350</p>     | <p>General Fund, Title II Part A</p> | <p>The districts administrative team(school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for facilitating professional development workshop.</p> |

| Activity - Purchase Progress Monitoring Tools | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Cesar Chavez Academy

|   |   |               |                |                   |                   |                |                       |   |
|---|---|---------------|----------------|-------------------|-------------------|----------------|-----------------------|---|
| <p>The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Moby Max, NWEA to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level.</p> <p>Schools: All Schools</p> | <p>Technology , Academic Support Program, Monitor</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$60000</p> | <p>Title I Part A</p> | <p>The districts administrative team(school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for purchasing the tools needed for the MTSS programs.</p> |
|---|---|---------------|----------------|-------------------|-------------------|----------------|-----------------------|---|

| Activity - Title I Teachers-Data Driven Targeted Interventions  | Activity Type                                       | Tier          | Phase          | Begin Date        | End Date          | Resource Assigned | Source Of Funding                     | Staff Responsible  |
|---|---|---------------|----------------|-------------------|-------------------|-------------------|---------------------------------------|--|
| <p>Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, MTSS materials to support small group instruction, Computer-based Reading programs</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | <p>Academic Support Program, Direct Instruction</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$344863</p>   | <p>Title I Part A, Title I Part C</p> | <p>Administration, district director of compliance , Instructional Coach, Teachers, Title I teachers</p> |

| Activity - Professional Development on RLAC /Phonics First and Phonemic Awareness   | Activity Type  | Tier          | Phase            | Begin Date        | End Date          | Resource Assigned | Source Of Funding      | Staff Responsible  |
|---|----------------|---------------|------------------|-------------------|-------------------|-------------------|------------------------|--|
| <p>Teachers will receive sustainable and ongoing professional development on targeted interventions.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate</p> | <p>Monitor</p> | <p>Tier 2</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$3500</p>     | <p>Title II Part A</p> | <p>School leader, instructional coach, instructional staff</p> |

| Activity - Response to Intervention/Data Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|  |               |      |       |            |          |                   |                   |                   |

## District Improvement Plan

Cesar Chavez Academy

|   |  |               |                |                   |                   |                |                        |                       |
|---|--|---------------|----------------|-------------------|-------------------|----------------|------------------------|-----------------------|
| <p>A response to intervention coach will oversee the Rtl process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate Rtl meetings</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | <p>Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Walkthrough, Professional Learning</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$33000</p> | <p>Title II Part A</p> | <p>Administration</p> |
|---|--|---------------|----------------|-------------------|-------------------|----------------|------------------------|-----------------------|

| Activity - Increase Use of Research and Evidence Based Interventions   | Activity Type             | Tier | Phase          | Begin Date        | End Date          | Resource Assigned | Source Of Funding     | Staff Responsible                                   |
|--|---------------------------|------|----------------|-------------------|-------------------|-------------------|-----------------------|---|
| <p>Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.</p> <p>Schools: All Schools</p> | <p>Direct Instruction</p> |      | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$3000</p>     | <p>Title I Part A</p> | <p>School leader, coach and instructional staff</p> |

| Activity - Intervention Materials   | Activity Type                   | Tier          | Phase          | Begin Date        | End Date          | Resource Assigned | Source Of Funding                | Staff Responsible   |
|---|---------------------------------|---------------|----------------|-------------------|-------------------|-------------------|----------------------------------|---|
| <p>Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency. These will include: Reading games, manipulatives, leveled readers and various leveled materials, Audio books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East</p> | <p>Academic Support Program</p> | <p>Tier 3</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$5500</p>     | <p>Section 31a, General Fund</p> | <p>Administration, instructional coach, support staff</p> |

| Activity - Reading Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |                          |        |         |            |            |         |                |   |
|---|--------------------------|--------|---------|------------|------------|---------|----------------|---|
| The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.<br><br>Schools: Cesar Chavez High School | Academic Support Program | Tier 3 | Monitor | 08/01/2019 | 06/30/2020 | \$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.<br><br>Schools: All Schools | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000            | General Fund      | Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers |

| Activity - Rtl Meetings   | Activity Type                     | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| The school leadership team along with Rtl instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement. Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).<br><br>Schools: All Schools | Academic Support Program, Monitor | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach |

| Activity - Documented Referral Process | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

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|---|--------------------|--------|---------|------------|------------|-----|---------------------|--|
| <p>At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff, and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed to monitor strategies being used and plan for the next steps of implementation of techniques and strategies that directly highlight and address the areas of improvement.</p> <p>From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).</p> <p>Schools: All Schools</p> | Policy and Process | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | School leadership, instructional leadership team, instructional staff, support staff, office staff |
|---|--------------------|--------|---------|------------|------------|-----|---------------------|--|

| Activity - PBIS Incentives   | Activity Type              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|----------------------------|--------|---------|------------|------------|-------------------|--------------------|--|
| <p>Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.</p> <p>Schools: All Schools</p> | Behavioral Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$7000            | Title I Schoolwide | School leadership, instructional leadership team, instructional staff, support staff, office staff |

| Activity - PBIS Professional Development   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| <p>Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East</p> | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$2500            | Title II Part A   | School leadership, instructional leadership team, instructional staff, support staff, office staff |

### Strategy 7:

21st Century Technology Intergration - Technology will be integrated across the curriculum in order to deepened and enhance the learning process. To accomplish

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## District Improvement Plan

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this, the technology will support active student engagement, participation in student collaborative group, frequent interaction and feedback, and connection to real-world examples and experts. This integration will be achieved by making the use of technology part of a routine as it supports 21st Century curricular goals. Technology integration will enable students and staff to access online reading assessments and programs as well as appropriate reading and instructional materials.

Category: English/Language Arts

Research Cited: Technology based reading programs/assessments (Star Reading Program, Accelerated Reader program, supplemental programs Read Naturally, Read 180, IXL, Compass Learning), Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research, Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

| Activity - Testive ACT/SAT Online Test Preparation Tool                           | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---|--------|---------|------------|------------|-------------------|-------------------|---|
| Purchase supplemental Testive Online Program<br>Schools: Cesar Chavez High School | Technology<br>Supplemental Materials,<br>Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$15000           | Section 31a       | School Leader,<br>Instructional Coach,<br>English Language Arts Teacher,<br>Math Teachers |

| Activity - Professional Development on Technology Integration  | Activity Type                       | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|-------------------------------------|--------|---------|------------|------------|-------------------|--------------------|---|
| Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on:<br>-Naiku<br>- Study Island<br>-IXL<br>-Brain Pop<br>-NWEA<br>- Accelerated Reader<br>-Accelerated Math<br>-Big Ideas<br>-PLATO<br>-Google<br>-Microsoft<br>Schools: Cesar Chavez Middle School | Technology<br>Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$26700           | Title I Schoolwide | School leadership,<br>instructional leadership team,<br>instructional staff,<br>support staff, office staff |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Technology Acquisition   | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                  | Staff Responsible   |
|---|-----------------------------------|--------|-----------|------------|------------|-------------------|------------------------------------|---|
| <p>To ensure effective integration of technology, interactive boards and the technology to effectively 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</p> <p>Schools: All Schools</p>  | Technology                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$100000          | Title I Schoolwide                 | School leadership, instructional leadership team, instructional staff, support staff, technology team       |
| Activity - Utilize Technology   | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                  | Staff Responsible   |
| <p>Students will use computer software programs (IXL, Study island, FocalPointK12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction.</p> <p>Schools: All Schools</p> | Technology                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$57400           | Title I Schoolwide, Title I Part A | School leadership, instructional leadership team, instructional staff, support staff, technology leadership |
| Activity - Professional Development on Using Technology with Elementary Students  | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                  | Staff Responsible   |
| <p>At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; Accelerated Reader, iPad training, Promethean training, Solo6.</p> <p>Schools: Cesar Chavez Academy Intermediate</p>   | Technology, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500            | Title II Part A                    | Instructional staff, coach, school leader   |
| Activity - Utilize Technology/Hardware in the Classroom   | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                  | Staff Responsible   |
| <p>Students will use iPads, laptops, desktops, NEOS, audio players, and other hardware to increase mastery and work at their ability level to address the gap in achievement.</p> <p>Schools: All Schools</p>   | Technology                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000           | Title I Part A                     | School leader, coach, teachers and support staff  |

**District Improvement Plan**

Cesar Chavez Academy

| Activity - Utilize Software Licenses to Engage Learners  | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                                |
|--|-----------------------------------|--------|-----------|------------|------------|-------------------|---------------------------|--|
| Students will use Learning AtoZ.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (Lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate | Technology                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$16200           | Title III, Title I Part A | School leader, coach, teachers and support staff |
| Activity - Sustainable PD on Using Technology  | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible                                |
| Instructional staff will be equipped the essential tools to teach using Ipads and technology in the form of on-going professional development<br><br>Schools: Cesar Chavez Academy Elementary  | Technology, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2000            | Title II Part A           | Instructional staff, coach, school leader        |

**Strategy 8:**

Best Practice Strategies in Reading & Writing - The administrative team will gather information from Comprehensive Needs Assessment (CNA) to present to the staff on the various areas of weakness across the grade levels to decipher what internal and external factors contribute to the decline/incline in achievement. Teachers will build background knowledge, explicitly teach domain-specific vocabulary, provide students with opportunities for peer interaction, ask students to answer higher order thinking questions and develop their own HOTS questions. Teachers will model writing in the content of reading and expect students to write fluently about topics in reading. Teachers will provide students with graphic organizers, sentence stems and model the use of these in learning.

Category: English/Language Arts

Research Cited: Allington, R.L. McCuiston, K & Billen, M. (2014). What research says about text complexity and learning to read. Unpublished. The Reading Teacher, pp. 1-10.

Allington, R. L. (2012). What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon.

O'Connor, R.E., Bell, K.M., Harty, K.R., Larkin, L.K., Sackor, S.M., & Zigmond, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. Journal of Educational Psychology, 94, 474-485.

Hirsch, B. E. D. (2003). Reading Comprehension Requires Knowledge — of Words and the World. American Educator, 27, 10–29. Retrieved from [http://www.aft.org/pdfs/americaneducator/spring2003/AE\\_SPRNG.pdf](http://www.aft.org/pdfs/americaneducator/spring2003/AE_SPRNG.pdf)

Tier: Tier 1

## District Improvement Plan

Cesar Chavez Academy

| Activity - Professional Development on Reading Best Practices and Assessment  | Activity Type        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|----------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.<br><br>Schools: All Schools  | Direct Instruction   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$4800            | Title II Part A     | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| Activity - Rigorous Reading Strategies  | Activity Type        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Teachers will utilize best practices and recommended strategies to teach the Common Core State Standards including close reading, paired texts, use of graphic organizers, building background knowledge, and academic vocabulary instruction. Teachers will increase the use of informational text to align with recommendations set forth by national and state standards. Students will benefit from more rigorous instruction that aligns with the Common Core State Standards.<br><br>Schools: All Schools | Direct Instruction   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| Activity - Monitoring Best Practice Reading & Writing Instruction   | Activity Type        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.<br><br>Schools: Cesar Chavez Academy Intermediate  | Monitor, Walkthrough | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$68393           | Title I Part A      | Instructional coach and school leader   |
| Activity - Modeling of Reading & Writing Strategies   | Activity Type        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.<br><br>Schools: Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East  | Direct Instruction   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional staff, instructional coaches, school leaders, and district director of compliance |



**District Improvement Plan**

Cesar Chavez Academy

| Activity - Weekly Use of Evidence Based Software Licenses   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East</p>  | Technology<br>,<br>Supplemental<br>Materials,<br>Direct<br>Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Title I Part A    | School leader,<br>instructional staff,<br>teachers,<br>support staff                   |
| Activity - Utilize Assisted Technology  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| <p>To prepare students with Career and College Readiness, review prerequisite skills, address areas of deficient, increase engagement and incorporate technology into daily activities, technology will be a focus in upholding our mission of IGNITE. EDUCATE. EXCEL. Elmo projectors and smart boards are a part of lesson planning to model, present and review material. Laptop cart are available to all grades and twice a week students are expected to practice skills at their level on IXL, StudyIsland, Raz-Kids, etc. will be used in various forms to engage the learners and meet them at their ability level.</p> <p>Schools: Cesar Chavez Academy Elementary East</p> | Technology<br>,<br>Supplemental<br>Materials                           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$50000           | General Fund      | School leader,<br>instructional coach and staff  |
| Activity - Data Use for Lesson Delivery from Site Licenses  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| <p>Reports from IXL, ABC Mouse, StudyIsland, NWEA, LearningAtoZ.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.</p> <p>Schools: Cesar Chavez Academy Elementary East</p>   | Technology<br>,<br>Supplemental<br>Materials                           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$6500            | Title I Part A    | Instructional staff,<br>instructional coaches,<br>school leaders,<br>and support staff |

**Strategy 9:**

Reading and Writing Across the Content Areas - All staff will support students in achieving school-wide reading and writing goals across all grade levels and content area. 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: English/Language Arts

## District Improvement Plan

Cesar Chavez Academy

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research, Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

| Activity - Incorporate Writing and Reading in all Content Areas   | Activity Type               | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.<br><br>Schools: Cesar Chavez Academy Elementary East | Direct Instruction          | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$0               | No Funding Required | Instructional staff, instructional coaches, school leaders, and district coordinator of student learning |
| Activity - Use of Rubrics/Checklists for Assignments  | Activity Type               | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.<br><br>Schools: Cesar Chavez Academy Elementary East  | Monitor, Direct Instruction | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional staff, instructional coaches, school leaders   |
| Activity - Close and Critical Reading and Writing Strategies  | Activity Type               | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).<br><br>Schools: All Schools   | Direct Instruction          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$4000            | Title I Part A      | Instructional staff, instructional coaches, school leaders   |
| Activity - Planning Close & Critical Reading Strategies   | 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.<br><br>Schools: Cesar Chavez High School                       | Direct Instruction          | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500            | Title I Part A      | All English Language Arts Instructors  |

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| Activity - PD on Close & Critical Reading Strategies   | 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.<br><br>Schools: Cesar Chavez High School   | Professional Learning    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3500            | Title II Part A                  | All ELA Instructors   |
| Activity - Assessing Reading Proficiency   | 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.<br><br>Schools: Cesar Chavez High School  | Monitor                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$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 Rtl process<br><br>Schools: All Schools  | Academic Support Program | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$68250           | Title III, Title I Part A        | Instructional staff, instructional coaches, school leaders, and support staff |
| Activity - Informational Text & Leveled Readers  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
| Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School | Direct Instruction       | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$6500            | Title I Part A                   | Instructional staff, instructional coaches, school leaders, and support staff |
| Activity - PD on Reading and Writing Across the Curriculum   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

|   |                       |             |              |                   |                 |                          |                                  |   |
|---|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|----------------------------------|---|
| Continued professional development for all involved in teaching reading and writing strategies to increase the use of writing across the curriculum<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School   | Professional Learning | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$5000                   | Title I School Improvement (ISI) | Instructional staff, instructional coaches, school leaders, and support staff |
| <b>Activity - Writing Across the Content Areas</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>  |
| Writing curriculum and materials to teach and implement strategies across content area Professional development for instructional staff to improve the amount and rigor of writing across content areas<br><br>Schools: All Schools   | Direct Instruction    | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$15000                  | Title I School Improvement (ISI) | Instructional staff, instructional coaches, school leaders, and support staff |
| <b>Activity - Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>  |
| Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through biweekly walk-throughs.<br><br>Schools: All Schools | Direct Instruction    | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$0                      | No Funding Required              | School leader, instructional staff, instructional coach                       |
| <b>Activity - Accelerated Reader</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>  |
| Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.<br><br>Schools: Cesar Chavez Academy Elementary  | Technology            | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$3000                   | Title I Part A                   | School leader, coach, teachers and support staff                              |
| <b>Activity - Handwriting Without Tears Program</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>  |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|--------|-----------|------------|------------|--------|----------------|---|
| Handwriting without tears will enhance our writing curriculum through developmentally appropriate, multisensory approach to handwriting instruction which will build the strong foundation to becoming strong writers.<br><br>Schools: Cesar Chavez Academy Elementary | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1200 | Title I Part A | School leader, teacher, instructional coach |
|--|---|--------|-----------|------------|------------|--------|----------------|---|

### Strategy 10:

**Data-Driven Decision Making** - In order to facilitate the achievement of all students, Cesar Chavez is committed to data driven instruction. The staff will implement a systematic ongoing process of continuous improvement by interpreting data, identifying the causality of learning difficulties, and determining how to best use the data to identify the instructional strategies to obtain the goal of 80% proficiency. The data sources utilized will include: formative and summative assessments, perception data, and standardized tests. This information will allow the making of informed decisions concerning both advanced students and students who need remediation. Teachers will progress monitor students using pre- and post-tests, and a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of student performance. The data team will do the following:

- Make data discussion a function of the cooperative learning teams (CLT) to analyze data in departments, content-area, and school-wide
- Design Data Walls
- Communicate Standardized Testing results to staff in a timely manner to drive instruction and students & parents to inform families of individual growth.
- Consistent use of formative and summative assessments

Category: English/Language Arts

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

The Learning and Learning Center. (2010). *Data Teams Training Manual*, 3rd Edition, Englewood, CO. Lead + Learn Press.

Tier: Tier 1

| Activity - Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

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| <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist Cesar Chavez to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> <p>Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.</p> <p>Schools: All Schools</p> | Monitor | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | School leader, instructional staff, instructional coach |
|---|---------|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Formative Assessment and Data Analysis Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

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| Instructional staff and coaches will receive professional development on developing formative assessments, and on analyzing and effectively using the formative assessment data. Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments<br><br>Schools: All Schools   | Professional Learning | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$2800                   | Title II Part A          | School leader, instructional staff, instructional coach |
| <b>Activity - Focal PointK12</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |
| FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understandings 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.<br><br>Schools: All Schools | Technology , Monitor  | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$10835                  | Title I Schoolwide       | School leader, instructional staff, instructional coach |
| <b>Activity - Data Analysis of Benchmark and Local Assessments</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |
| NWEA, MStep, WIDA/ELPA, DRA, StudyIsland, MLLP, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction.<br><br>Schools: All Schools  | Monitor               | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$5300                   | Title I Schoolwide       | Instructional coach, school leader                      |
| <b>Activity - Professional Development on WIDA</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |
| Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School  | Professional Learning | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$500                    | Title III                | Instructional coach, school leader                      |
| <b>Activity - Data Team Meeting</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|--------|---------|------------|------------|-----|---------------------|--|
| Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.<br><br>Schools: Cesar Chavez Academy Elementary East | Monitor, Teacher Collaboration, Communication | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | School leader, instructional coach, administration team, support staff, and the district coordinator of student learning |
|--|---|--------|---------|------------|------------|-----|---------------------|--|

| Activity - Data Collection and Feedback   | Activity Type                              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--|--------|---------|------------|------------|-------------------|-------------------|--|
| A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.<br><br>Schools: Cesar Chavez Academy Elementary East | Monitor, Teacher Collaboration, Evaluation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | General Fund      | School leader, instructional coach, administration team, support staff |

| Activity - Benchmark Data Analysis Professional Development   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Professional development will be provided that will give the instructional staff the skills needed to analyze benchmark data and how to use that data to further student achievement.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$10000           | Title II Part A   | School leaders, instructional coaches, instructional staff |

### Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency of 80% or higher in English Language Arts in English Language Arts by 06/30/2024 as measured by NWEA, M-Step (or equivalent state assessment), WIDA and classroom formative and summative assessments..

### Strategy 1:

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

Category: Other - ELL Support

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

Lazarin, Melissa. (2008). A Race Against the Clock: The Value of Expanded Learning Time for English Language Learners.

Lavy, V. (2010). Do Differences in School's Instruction Time Explain International Achievement Gaps in Math, Science, and Reading?

McCombs, J.S., Augustine, C.H., Schwartz, H.L., Bodilly, S.J., McInnis, B., Lichter, D.S. and Cross, A.B. (2011). Making Summer Count: How Summer Programs Can



**District Improvement Plan**

Cesar Chavez Academy

Boost Children's Learning.

Alexander, K.L., Entwisle, D.R., &amp; Olson, L.S. (2007). Lasting consequences of the summer learning gap.

Tier: Tier 2

| Activity - After School Tutoring  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                                 | Staff Responsible  |
|---|--------------------------|--------|---------|------------|------------|-------------------|---|--|
| After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.<br><br>Schools: All Schools | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$98000           | Title III, Title III, Section 31a, Title I Part A | School leader, instructional coach, instructional staff. |

| Activity - ELL Summer School Program  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                    | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------------------------|---|
| ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school<br><br>Schools: All Schools | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$47700           | Title III, Title I Part A, Title III | School leaders, instructional coach, instructional staff. |

**Strategy 2:**

Professional Development to support ELL (English Language Learners) - A professional development PD will be implemented to inform all stakeholders of effective strategies to engage, prepare and assess the ELL students.

Category: English/Language Arts

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

McLaughlin, B. (1992). Myths and misconceptions about second language learning.

Bailey, A. (2010). Implications for assessment and instruction. In M. Schatz &amp; L. C. Wilkinson (Eds.), The education of English language learners: Research to practice.

Tier: Tier 1

| Activity - Consultant to present ELL strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

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|--|-----------------------|--------|---------------|------------|------------|---------|-----------|--|
| A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Professional Learning | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$15000 | Title III | School leader, instructional leader, teachers and instructional coach. |
|--|-----------------------|--------|---------------|------------|------------|---------|-----------|--|

| Activity - Parental Involvement Activities and Resources  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------------|---|
| Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.<br><br>Schools: All Schools | Parent Involvement | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$36940           | Title III, Title I Part A | School leader, instructional coach, consultant, and teachers. |

| Activity - MABE Conference   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5300            | Title III         | Administration, instructional coach, instructional staff |

### Strategy 3:

Recruit and Maintain Bilingual / ESL Certified staff - The district will make a good faith effort to recruit and retain bilingual certified staff by offering tuition reimbursement to current employees who are in the process of getting an ESL endorsement.

Category:

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

National Clearinghouse for English Language Acquisition. "The Growing Numbers of Limited English Proficient Students."

Tier: Tier 1

| Activity - Recruit and Retain Bilingual / ESL Certified staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

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|---|--|--------|-----------|------------|------------|---------|-----------|------------------------------|
| District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Policy and Process, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | Title III | District administrative team |
|---|--|--------|-----------|------------|------------|---------|-----------|------------------------------|

| Activity - Tuition Reimbursement for ELL Endorsement  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$9000            | Title III         | School leaders    |

| Activity - ELL Coach  | Activity Type                               | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Monitor, Walkthrough, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000          | Title I Part A    | School leaders, instructional coaches, ELL coaches |

### Strategy 4:

Multi-Tiered Systems of Support (ELL) - A Multi-Tiered System of Support will be utilized in order to gauge ELL students growth and provide purposeful and targeted instruction to meet their needs. Teachers and support staff will analyze data to highlight the areas of concerns and utilize resources that will promote academic excellence.

Category: English/Language Arts

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

Tier: Tier 1

| Activity - Utilize ESL Teachers / Support Staff  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.<br><br>Schools: All Schools | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$70000           | Title III         | School leader, instructional coach, teachers |

## District Improvement Plan

Cesar Chavez Academy

| Activity - ESL Resource Materials for supporting students in small group instruction   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development<br><br>Schools: Cesar Chavez Academy Elementary   | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$3600            | Title III         | Administration, instructional coach, ELL teacher, support staff       |
| Activity - ELL Materials for supporting Tier I Instruction   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| ELL iPad applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency. Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills<br><br>Schools: Cesar Chavez Academy Elementary | Technology, Materials    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500            | Title III         | Administration, instructional coach, instructional staff, ELL teacher |

### Strategy 5:

Sheltered Instruction Observation Protocol - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a research-based, best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%.)

Category: English/Language Arts

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 1

## District Improvement Plan

Cesar Chavez Academy

| Activity - Data Analysis  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible  |
|---|---|--------|---------------|------------|------------|-------------------|---------------------------|--|
| District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.<br><br>Schools: All Schools | Monitor   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$284500          | Title III, Title I Part A | Instructional coaches and schools leaders are responsible for analyzing data.  |
| Activity - ESL curriculum for ESL elective classes  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible  |
| The middle school and high school will implement an ESL curriculum to support the ESL elective classes.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez High School          | Academic Support Program, Monitor, Curriculum Development | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000            | Title III                 | The middle and high school administrative team, district coordinator for student learning and ELL coach are responsible for monitoring the implementation of the strategy. |
| Activity - Monitor the Implementation of SIOP components  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible  |

## District Improvement Plan

Cesar Chavez Academy

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|--|--------------------------|--------|-----------|------------|------------|---------|-----------|---|
| Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000 | Title III | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
|--|--------------------------|--------|-----------|------------|------------|---------|-----------|---|

| Activity - ESL Progress Monitoring Tool   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Technology    | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$15000           | Title III         | The district administrative team is responsible for implementing this activity. |

| Activity - SIOP Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------------------|---|
| Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Professional Learning | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$32200           | Title I Part A, Title II Part A | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |

| Activity - Implementation of the SIOP model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |  |        |         |            |            |                   |                           |   |
|---|--|--------|---------|------------|------------|-------------------|---------------------------|---|
| <p>Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Direct Instruction, Implementation       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2800            | Title I Part A            | School leadership, instructional leadership team, instructional staff, support staff          |
| <p>Activity - Software &amp; Applications Targeting Reading Needs of ELL Students</p>   | Activity Type                            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| <p>Beginning stages of training staff on basic knowledge and use of online technology.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>   | Technology, Getting Ready                | Tier 2 | Monitor | 08/01/2019 | 06/01/2020 | \$13500           | Section 31a, Title III    | Instructional Coach, General Staff, and Paraprofessionals                                     |
| <p>Activity - ELL Paraprofessional Classroom Push-In and Pull-Out</p>   | Activity Type                            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| <p>Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>  | Academic Support Program, Implementation | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$165000          | Title III, Title I Part A | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers. |

### Measurable Objective 3:

85% of Students with Disabilities students will demonstrate a proficiency of 80% or higher in English Language Arts by 06/30/2024 as measured by the student's M-step (or equivalent state assessment), MME, SAT, and NWEA scores.

### Strategy 1:

Clear Learning Objectives - Setting clear learning objectives for all students, including special education students.

Category: English/Language Arts

Research Cited: Marzano's high yield strategies

Tier: Tier 3

## District Improvement Plan

Cesar Chavez Academy

| Activity - Collaboration Time   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.<br><br>Schools: All Schools | Teacher Collaboration | Tier 3 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | General education teachers, special education teachers |

### Measurable Objective 4:

A 100% increase of All Students will increase student growth in their practice SAT score in English Language Arts in English Language Arts by 06/12/2020 as measured by school administration and instructional staff using the ENACT practice tests and resources..

### Strategy 1:

ENACT Program - School staff will work with the staff and materials from the ENACT program to interpret, analyze, and use school data about student SAT and practice SAT scores. This will be implemented through ENACT practice tests, staff PD and training, and ENACT staff instruction for students.

Category: Career and College Ready

Research Cited: "Researchers Find That Frequent Tests Can Boost Learning" Scientific American

Tier: Tier 1

| Activity - Teacher Analysis of SAT practice  | Activity Type   | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|---|--------|-------|------------|------------|-------------------|--------------------|--|
| This strategy includes teachers analyzing data from ENACT practice tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.<br><br>Schools: Cesar Chavez High School | Supplemental Materials, Implementation, Professional Learning | Tier 1 |       | 06/11/2019 | 06/12/2020 | \$7500            | Title I Schoolwide | All stakeholders - Teachers, instructional coach, principal, assistant principal |

| Activity - ENACT Instructor | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Cesar Chavez Academy

|  |   |        |           |            |            |        |                    |  |
|--|---|--------|-----------|------------|------------|--------|--------------------|--|
| This strategy includes an ENACT instructor coming to visit the school 2-5 times per week to instruct on test preparation to students.<br><br>Schools: Cesar Chavez High School | Supplemental Materials, Direct Instruction, Implementation, Teacher Collaboration | Tier 1 | Implement | 06/10/2019 | 06/12/2020 | \$7500 | Title I Schoolwide | All stakeholders - teachers, principal, assistant principal, instructional coach |
|--|---|--------|-----------|------------|------------|--------|--------------------|--|

| Activity - Purchase SAT Prep Materials   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|---------------|--------|-----------|------------|------------|-------------------|--------------------|---------------------|
| Purchase SAT preparation materials from ENACT necessary for program implementation.<br><br>Schools: Cesar Chavez High School | Materials     | Tier 1 | Implement | 06/10/2019 | 06/12/2020 | \$5000            | Title I Schoolwide | Administrative Team |

## Goal 2: All students in the Cesar Chavez District will become proficient in mathematics.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency of 80% or higher in Mathematics by 06/30/2024 as measured by as measured by the student's M-Step (or equivalent state assessment), MME, SAT, and NWEA scores.

### Strategy 1:

Alignment of curriculum, instruction, and assessment - The Quality School Improvement Plan (QSIP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all content areas. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the QSIP which will assist in aligning the curriculum to the common core state standards, structure the pacing guides and analyze the district assessment data. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Category: Mathematics

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

## District Improvement Plan

Cesar Chavez Academy

| Activity - Curriculum Alignment to CCSS  | Activity Type                                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|---|--------|-----------|------------|------------|-------------------|--------------------|--|
| <p>The staff will be provided with curriculum resources such as Curriculum Crafter or Atlas Rubicon to support the creation and implementation a Cesar Chavez curriculum aligned to the Common Core State Standards (CCSS).</p> <p>Schools: All Schools</p>  | Curriculum Development, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3000            | Title I Schoolwide | The district's administrative team (school leaders, instructional coaches, district director of compliance, ELL coaches) are responsible for purchasing this resource. |
| Activity - Data Analysis of Curriculum   | Activity Type                                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
| <p>The district administrative team will review data from the progress monitoring tools: Study Island, NWEA, Fast math, and the SAT test and district formative and summative assessments. District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.</p> <p>Schools: All Schools</p> | Technology, Curriculum Development            | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$120000          | Title I Part A     | The districts administrative team are responsible for monitoring student performance data.   |
| Activity - Curriculum Alignment Professional Development   | Activity Type                                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |

## District Improvement Plan

Cesar Chavez Academy

|   |                       |        |           |            |            |         |                 |   |
|---|-----------------------|--------|-----------|------------|------------|---------|-----------------|---|
| The district administrative team will participate in ongoing professional development to support the alignment of the curriculum to the Common Core State Standards and the instruction and assessment outlined in the (QSIP). For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$44750 | Title II Part A | The districts administrative team are responsible for facilitating professional development workshop. |
|---|-----------------------|--------|-----------|------------|------------|---------|-----------------|---|

| Activity - Professional Development/Implementation of the Integrated Math strategy   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).<br><br>Schools: Cesar Chavez High School | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Title II Part A   | The High School's administrative team (school leader, instructional coach, ELL coach) are responsible for facilitating professional development workshop. |

| Activity - Effective and Ongoing Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|  |                     |        |           |            |            |         |                |   |
|--|---------------------|--------|-----------|------------|------------|---------|----------------|---|
| <p>FocalPointK12, 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.</p> <p>The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results.</p> <p>FocalPointK12, or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.</p> <p>Schools: All Schools</p> | Technology, Monitor | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$75000 | Title I Part A | Instructional staff, instructional coaches, school leaders, and district director of compliance |
|--|---------------------|--------|-----------|------------|------------|---------|----------------|---|

| Activity - Instructional Learning Cycles   | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding        | Staff Responsible  |
|--|---|--------|---------|------------|------------|-------------------|--------------------------|--|
| <p>Teachers will engage in Instructional learning cycle as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Elementary East</p> | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000           | Section 31a, Section 31a | Math coach, instructional coach, teachers, support staff and school leader |

### Strategy 2:

DI (Differentiated Instruction) - District staff will implement DI (Differentiated Instruction) to close the student achievement gaps and increase student achievement.

Category:

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

**District Improvement Plan**

Cesar Chavez Academy

Kitchen, R. S. D., Julie; Celedon-Pattichis, Sylvia; Brinkerhoff, Jonathan. (2007). Mathematics education at highly effective schools that serve the poor: Strategies for change.

Slavin, R., Lake, C., & Groff, C. (2009). Effective programs in middle and high school mathematics: A best-evidence synthesis.

Tomlinson, C. A. (2000). The Differentiated Classroom: Responding to the Needs of all Learners.

Tier: Tier 1

| Activity - Data Analysis   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|---------------|--------|---------|------------|------------|-------------------|---------------------|---|
| <p>District director of compliance, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.</p> <p>Schools: All Schools</p> | Evaluation    | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$0               | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for analyzing data. |

| Activity - Monitor Strategy | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |         |        |         |            |            |        |           |   |
|---|---------|--------|---------|------------|------------|--------|-----------|---|
| <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data. 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.</p> <p>Schools: All Schools</p> | Monitor | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$1000 | Title III | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance , core team leader) are responsible for monitoring the strategy. |
|---|---------|--------|---------|------------|------------|--------|-----------|---|

| Activity - Professional Development on DI  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------------------|--|
| <p>Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies, formative assessment).</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$6000            | Title II Part A, Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance and core team leader) and teachers are responsible for monitoring and implementing this strategy. |

| Activity - Purchase resources to support DI | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |           |        |           |            |            |         |                |   |
|---|-----------|--------|-----------|------------|------------|---------|----------------|---|
| Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction.<br><br>Schools: All Schools | Materials | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$14000 | Title I Part A | The school leaders and instructional coaches are responsible for purchasing additional materials. |
|---|-----------|--------|-----------|------------|------------|---------|----------------|---|

| Activity - Increase student participation  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|-------------------|
| Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.<br><br>Schools: Cesar Chavez Academy Intermediate | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | All teachers      |

| Activity - Use of Multiple Resources to Increase DI and Mastery  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible                                       |
|--|--------------------|--------|---------|------------|------------|-------------------|----------------------------------|---|
| Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills. Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success. After data analysis and feedback from parents, students and staff, multi-leveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$13000           | Title I Schoolwide, General Fund | School leader, instructional coach, instructional staff |

| Activity - Math Centers and Hands on Materials   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2500            | Section 31a       | School leader, instructional coach, instructional staff |

## District Improvement Plan

Cesar Chavez Academy

### Strategy 3:

Extended Learning - Cesar Chavez District will host a number of programs and extend learning opportunities that will meet the needs of all students. Programs include Credit recover, Summer Learning Academy, ELL summer school, After school tutoring, Saturday school, Spring Break Academic Math Camp.

Category: Learning Support Systems

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 2

| Activity - Credit Recovery   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Students will receive additional support and opportunities to make up credit for classes required for graduation through an online credit recovery program.<br><br>Schools: Cesar Chavez High School | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$20000           | Title I Part A    | Title I staff<br>General education staff<br>Instructional coach |

| Activity - Hire or retain additional support staff  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible                                |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-----------------------------|--|
| The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the RtI process.<br><br>Schools: All Schools | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$730824          | Section 31a, Title I Part A | School leaders are responsible for hiring staff. |

| Activity - Planning Meeting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Cesar Chavez Academy

|   |                          |             |              |                   |                 |                          |                                |   |
|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------------|---|
| District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.<br><br>Schools: All Schools   | Teacher Collaboration    | Tier 2      | Monitor      | 08/01/2019        | 06/30/2020      | \$0                      | No Funding Required            | District director of compliance and instructional coaches                     |
| <b>Activity - After-school Tutoring</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>       | <b>Staff Responsible</b>  |
| The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math). At the Lower Elementary, students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate   | Academic Support Program | Tier 1      | Monitor      | 08/01/2019        | 06/01/2020      | \$28310                  | Title I Part A, Title I Part A | School leader, Instructional Coach, Tutors                                    |
| <b>Activity - Summer School</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>       | <b>Staff Responsible</b>  |
| Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School | Academic Support Program | Tier 1      | Monitor      | 06/01/2019        | 08/30/2019      | \$164000                 | Section 31a, Section 31a       | All teachers; instructional support staff; instructional coach; school leader |
| <b>Activity - Kinder Summer Institute</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>       | <b>Staff Responsible</b>  |
| Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.<br><br>Schools: Cesar Chavez Academy Elementary   | Academic Support Program | Tier 1      | Monitor      | 06/03/2019        | 08/30/2019      | \$23000                  | Title I Part A                 | School leader, instructional coach, instructional staff                       |

## District Improvement Plan

Cesar Chavez Academy

### Strategy 4:

Instructional Staff Coaching - District staff will maintain an Instructional Coach in each building , District ELL Coach and district director of compliance to assists teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content area, assisting in the development of maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Category: Mathematics

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). The Heart of the Matter: The Coaching Model in America's Choice Schools.

Lyons, C., and Pinnell, G. (2001). Systems for Change in Literacy Education: A Guide to Professional Development.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier: Tier 1

| Activity - Data Analysis  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| Instructional coaches, District ELL coaches and district director of compliance will analyze building level data by grade and content to assist in planning instruction<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Title I Part A    | The district administrative team |
| Activity - Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |

## District Improvement Plan

Cesar Chavez Academy

|  |                                     |                           |                             |                                     |                                   |  |  |  |
|--|-------------------------------------|---------------------------|-----------------------------|-------------------------------------|-----------------------------------|--|--|--|
| <p>Instructional coaches, District ELL coaches and the district director of compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. district director of compliance</p> <p>Schools: All Schools</p> | <p>Professional Learning</p>        | <p>Tier 1</p>             | <p>Implement</p>            | <p>08/01/2019</p>                   | <p>06/30/2020</p>                 | <p>\$5000</p>                            | <p>Title II Part A</p>   | <p>The district administrative team</p>                            |
| <p>Activity - Instructional Coach</p> <p>The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.</p> <p>Schools: All Schools</p>   | <p>Activity Type</p> <p>Monitor</p> | <p>Tier</p> <p>Tier 1</p> | <p>Phase</p> <p>Monitor</p> | <p>Begin Date</p> <p>08/01/2019</p> | <p>End Date</p> <p>06/30/2020</p> | <p>Resource Assigned</p> <p>\$132463</p> | <p>Source Of Funding</p> <p>Title I Part A, Title I Part A</p> | <p>Staff Responsible</p> <p>Instructional Coach, School Leader</p> |
| <p>Activity - School Leadership Training</p>   | <p>Activity Type</p>                | <p>Tier</p>               | <p>Phase</p>                | <p>Begin Date</p>                   | <p>End Date</p>                   | <p>Resource Assigned</p>                 | <p>Source Of Funding</p>                                       | <p>Staff Responsible</p>   |

**District Improvement Plan**

Cesar Chavez Academy

|  |                              |               |                      |                   |                   |               |                        |                                     |
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| <p>Instructional coaches, District ELL coaches and the District Director of Compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process.</p> <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$5000</p> | <p>Title II Part A</p> | <p>District Administrative Team</p> |
|--|------------------------------|---------------|----------------------|-------------------|-------------------|---------------|------------------------|-------------------------------------|

**Strategy 5:**

Rtl (Response to Intervention) - The district will implement the Response to Intervention (Rtl) model to monitor student progress and identify areas of academic deficiency.

Category: Learning Support Systems

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

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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## District Improvement Plan

Cesar Chavez Academy

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|---|-----------------------|--------|-----------|------------|------------|---------|-----------------|--|
| Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the Rtl process.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | Title II Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district coordinator and RVP) are responsible for facilitating professional development workshop. |
|---|-----------------------|--------|-----------|------------|------------|---------|-----------------|--|

| Activity - Progress Monitoring Tools   | Activity Type                     | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.<br><br>Schools: All Schools | Academic Support Program, Monitor | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000           | Title I Part A    | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance and the core team leader) are responsible for researching and purchasing progress monitoring tools. |

## District Improvement Plan

Cesar Chavez Academy

### Strategy 6:

Safe and Secure Environment - Cesar Chavez Academy Staff will support the district's mission to provide high-quality educational opportunities in a safe and secure environment.

Category: School Culture

Research Cited: School Policies and Legal Issues Supporting a Safe School Bailey, Kirk A.

2002

Northwest Regional Educational Laboratories (NREL)

<https://www.ncjrs.gov/pdffiles1/ojdp/book2.pdf>

Tier: Tier 1

| Activity - Hire Staff to Support Secure Campus Environment   | Activity Type      | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-------|------------|------------|-------------------|-------------------|-------------------|
| All Schools will utilize 31A funding to promote a safe and secure environment.<br>Schools: All Schools | Policy and Process | Tier 1 |       | 08/01/2019 | 06/30/2020 | \$21500           | Section 31a       | School leaders    |

### Strategy 7:

Technology Resources - District staff and students will have access to an array of technology resources that will be used to support the curriculum and enhance instructional strategies throughout the district. Resources include Promethean interactive whiteboards, laptops, iPads, graphing calculators, LCD projectors, Neo and Alpha smarts.

Category: Technology

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Swan, K., Schenker, J., & Kratoski, A. (2008). The effects of the use of interactive whiteboards on student achievement.

Wood, R. & Ashfield, J. (2008). The use of the interactive whiteboard for creative teaching and learning in literacy and mathematics.

Haystead, M. & Marzano, R. (2009). Evaluation study of the effects of Promethean ActivClassroom on student achievement.

Tier: Tier 1

| Activity - Increase Bandwidth | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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**District Improvement Plan**

Cesar Chavez Academy

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|---|------------|--------|-----------|------------|------------|--------|--------------|--|
| Increase bandwidth in every building to increase wireless capacity.<br>Schools: All Schools | Technology | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | General Fund | The school leaders are responsible for working with the tech team to increase the bandwidth. |
|---|------------|--------|-----------|------------|------------|--------|--------------|--|

| Activity - Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------------------|---|
| Teachers will be provided with ongoing professional development on the technology resources purchased in the district.<br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000           | Title I Part A, Title II Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for facilitating professional development workshops |

| Activity - Purchase additional resources to support RtI / DI | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

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|---|------------|--------|-----------|------------|------------|---------|----------------|---|
| The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math.<br><br>Schools: All Schools | Technology | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$87500 | Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for researching, recommending and the purchase of additional resource materials. |
|---|------------|--------|-----------|------------|------------|---------|----------------|---|

### Strategy 8:

Teaching the Common Core State Standards - In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), This will be accomplished by using a rigorous lesson planning model. This model will be used to translate the standards into learning. By focusing on continuous improvement, the staff will employ exemplary practices that will increase learning and achievement. Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. The staff will:

- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.
- Develop common assessments that will provide evidence of student learning.
- Develop student learning maps that provide a focus for teacher planning and clearly communicate the expected learning to students.
- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.

In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will create student learning maps. These maps will be derived from the academy's standards driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the student learning maps will provide a consistent access to the standards and the curriculum throughout the school. This activity will be monitored by the instructional coach, district coordinator of student learning, and the school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them. This will require an online observation tool/app to record observations, transmit feedback, and generate data.

Category: Mathematics

SY 2018-2019

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## District Improvement Plan

Cesar Chavez Academy

Research Cited: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D.

Hill et. al

Tier:

| Activity - Professional Development on High Yield Tier I Instruction   | Activity Type                         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|---------------------------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| The staff will receive training on how to implementation of the common core state standards and on how vertically align the curriculum. Frequent observations will take place by the instructional coach, the school leader, and the district director of compliance to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.<br><br>Schools: All Schools  | Implementation, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$6000            | Title II Part A     | Instructional staff, instructional coaches, school leaders, and the district director of compliance |
| Activity - Basic Math Skills   | Activity Type                         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Teachers will provide instruction that focuses on basic math skills, vocabulary, computational fluency, problem solving, and math process strategies. A 45 minute period will be placed into a math block of 90 minutes to reinforce basic skills. Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY. Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems.<br><br>Schools: Cesar Chavez Academy Intermediate | Direct Instruction                    | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$0               | No Funding Required | All teachers  |
| Activity - Computer Applications   | Activity Type                         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |

## District Improvement Plan

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|   |                       |             |              |                   |                 |                          |                          |  |
|---|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Students will use computer software programs (IXL, Study Island, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate  | Technology            | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$7400                   | Title I Part A           | Classroom teachers, instructional support staff, instructional coach |
| <b>Activity - Academic Vocabulary</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step and NWEA. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.<br><br>Schools: Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East, Cesar Chavez High School | Direct Instruction    | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$1000                   | General Fund             | All teachers, instructional support staff                            |
| <b>Activity - Best practices for teaching math aligned to Common Core</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research based best practices for teaching math and increasing student achievement.<br><br>Schools: All Schools   | Direct Instruction    | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$0                      | No Funding Required      | All teachers; instructional coach; school leader                     |
| <b>Activity - Professional Development- Best Practice and High Yield Strategies</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Teachers will participate in professional development to continue enhancing their craft. Professional development will target best practices in math- such as math talk, Marzano, Guided Math<br><br>Schools: All Schools   | Professional Learning | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$5000                   | Title I Part A           | administrative team, instructional coach                             |
| <b>Activity - Grade level meetings</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |

## District Improvement Plan

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| Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.<br><br>Schools: All Schools  | Communication         | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | All teachers; instructional support staff; instructional coach; school leader |
|--|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Activity - Effective Lesson Planning   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.<br><br>Schools: Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Policy and Process    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | All teachers; instructional support staff; instructional coach; school leader |
| Activity - Math coach  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.<br><br>Schools: All Schools   | Teacher Collaboration | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | Title I Part A      | All teachers; instructional support staff; instructional coach; school leader |
| Activity - Increase Levels of Engagement   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

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| Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments. Students and teachers will use graphic organizers when modeling and displaying mastery. Students will utilizing problem solving skills across all subjects including reading, writing, science, social studies, math and health as well. Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations. | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000 | General Fund | School leader, instructional coach, instructional staff |
| Schools: All Schools   |                    |        |         |            |            |        |              |   |

| Activity - Professional Development- Rigor and Cognitive Demand                             | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will participate in professional development to support rigor and cognitive demand | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | Title I Part A    | administrative team |
| Schools: All Schools  |                       |        |         |            |            |                   |                   |                     |

### Strategy 9:

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: Mathematics

Research Cited: Marzano

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 | 08/01/2019 | 06/30/2020 | \$3000            | Title I School Improvement (ISI) | All Math Instructors |
| Schools: Cesar Chavez High School  |                    |        |         |            |            |                   |                                  |                      |

| Activity - Professional Development on Close & Critical Reading   | 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 | Implement | 08/01/2019 | 06/30/2020 | \$3000            | Title I School Improvement (ISI) | All Math Instructors and Support Staff |
| Schools: Cesar Chavez High School   |                       |        |           |            |            |                   |                                  |  |

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| 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 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.<br><br>Schools: Cesar Chavez High School | Direct Instruction, Curriculum Development, Evaluation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500             | Title I School Improvement (ISI) | All Math Instructors |

**Strategy 10:**

Data-Driven Decision Making - In order to facilitate the achievement of all students, Cesar Chavez is committed to data driven instruction. The staff will implement a systematic ongoing process of continuous improvement by interpreting data, identifying the causality of learning difficulties, and determining how to best use the data to identify the instructional strategies to obtain the goal of 80% proficiency. The data sources utilized will include: formative and summative assessments, perception data, and standardized tests. This information will allow the making of informed decisions concerning both advanced students and students who need remediation. Teachers will progress monitor students using pre- and post-tests, and a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of student performance. The data team will do the following: - Make data discussion a function of the cooperative learning teams (CLT) to analyze data in departments, content-area, and school-wide - Design Data Walls - Communicate Standardized Testing results to staff in a timely manner to drive instruction and students & parents to inform families of individual growth.

- Consistent use of formative and summative assessments

Category: Mathematics

Research Cited: Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

The Learning and Learning Center. (2010). Data Teams Training Manual, 3rd Edition, Englewood, CO. Lead + Learn Press.

Tier: Tier 1

| Activity - Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

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|--|---------|--------|---------|------------|------------|-----|---------------------|---|
| <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist Cesar Chavez to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement. Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.</p> <p>Schools: All Schools</p> | Monitor | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | School leader, instructional staff, instructional coach and district director of compliance |
|--|---------|--------|---------|------------|------------|-----|---------------------|---|

| Activity - Formative Assessment and Data Analysis Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## District Improvement Plan

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|---|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Instructional staff and coaches will receive professional development on developing formative assessments, and on analyzing and effectively using the formative assessment data. Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments<br><br>Schools: All Schools        | Teacher Collaboration, Professional Learning  | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$5000                   | Title II Part A          | School leader, instructional staff, instructional coach and district director of compliance |
| <b>Activity - Focal PointK12</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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.<br><br>Schools: All Schools | Technology, Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development | Tier 1      | Implement    | 08/01/2019        | 06/30/2020      | \$10800                  | Title I Schoolwide       | School leader, instructional staff, instructional coach and district director of compliance |
| <b>Activity - Data Analysis of Benchmark and Local Assessments</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| NWEA, MiStep, WIDA/ELPA, DRA, StudyIsland, MLP, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction.<br><br>Schools: Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East   | Monitor   | Tier 1      | Implement    | 08/01/2019        | 06/30/2020      | \$5300                   | Title I Schoolwide       | Instructional coach, school leader, and the district director of compliance                 |
| <b>Activity - Professional Development on WIDA</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.<br><br>Schools: All Schools  | Professional Learning   | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$500                    | Title III                | Instructional coach, school leader, and the district director of compliance                 |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Benchmark Data Analysis Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Professional development will be provided that will give the instructional staff the skills needed to analyze benchmark data and how to use that data to further student achievement.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000           | Title II Part A   | School leaders, instructional coaches, instructional staff |

### Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency 80% or higher in Mathematics by 06/30/2024 as measured by the student's M-step (or equivalent state assessment), MME, SAT, and NWEA scores.

### Strategy 1:

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

Category: Mathematics

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

Lazarin, Melissa. (2008). A Race Against the Clock: The Value of Expanded Learning Time for English Language Learners.

Lavy, V. (2010). Do Differences in School's Instruction Time Explain International Achievement Gaps in Math, Science, and Reading?

Tier: Tier 1

| Activity - After School Tutoring   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$98000           | Title I Part A    | School leader, instructional coach, instructional staff |

| Activity - Summer School Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Cesar Chavez Academy

|   |  |        |           |            |            |         |                |   |
|---|--|--------|-----------|------------|------------|---------|----------------|---|
| <p>ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in mathematics. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Academic Support Program, Implementation | Tier 2 | Implement | 06/03/2019 | 08/30/2019 | \$47700 | Title I Part A | School leader, instructional coach, instructional staff |
|---|--|--------|-----------|------------|------------|---------|----------------|---|

### Strategy 2:

Professional Development to support ELL (English Language Learners) - A professional development PD will be implemented to inform all stakeholders of effective strategies to engage, prepare and assess the ELL students.

Category: Mathematics

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

McLaughlin, B. (1992). Myths and misconceptions about second language learning.

Bailey, A. (2010). Implications for assessment and instruction. In M. Schatz & L. C. Wilkinson (Eds.), The education of English language learners: Research to practice.

Tier: Tier 1

| Activity - Consultant to present ELL strategies   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000           | Title III         | School leader, instructional coach, instructional staff |
| Activity - Parental Involvement Activities and Resources  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |

## District Improvement Plan

Cesar Chavez Academy

|  |   |        |         |            |            |         |           |   |
|--|---|--------|---------|------------|------------|---------|-----------|---|
| Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Parent Involvement, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$36940 | Title III | School leader, instructional coach, instructional staff |
|--|---|--------|---------|------------|------------|---------|-----------|---|

| Activity - MABE Conference  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez High School | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5300            | Title III         | School leader, instructional coach, instructional staff |

### Strategy 3:

Recruit and Maintain Bilingual / ESL Certified staff - The district will make a good faith effort to recruit and retain bilingual certified staff by offering tuition reimbursement to current employees who are in the process of getting an ESL endorsement.

Category: Mathematics

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

National Clearinghouse for English Language Acquisition. "The Growing Numbers of Limited English Proficient Students."

Tier: Tier 1

| Activity - Recruit and Retain Bilingual / ESL Certified staff   | Activity Type                              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|---|--|--------|---------|------------|------------|-------------------|-------------------|------------------------------|
| District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Policy and Process, Curriculum Development | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$10000           | Title III         | District administrative team |

| Activity - Tuition Reimbursement for ELL Endorsement   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez High School | Professional Learning | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$9000            | Title III         | School Leaders    |

## District Improvement Plan

Cesar Chavez Academy

| Activity - ELL Coach  | Activity Type        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Monitor, Walkthrough | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000          | Title I Part A    | School leaders, instruction coaches, ELL coaches |

### Strategy 4:

Multi-Tiered Systems of Support (ELL) - A Multi-Tiered System of Support will be utilized in order to gauge ELL students growth and provide purposeful and targeted instruction to meet their needs. Teachers and support staff will analyze data to highlight the areas of concerns and utilize resources that will promote academic excellence.

Category: Mathematics

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

Tier: Tier 1

| Activity - Utilize ESL Teachers / Support Staff   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$70000           | Title III         | School leader, instructional coach, teachers |

| Activity - ESL Resource Materials for supporting students in small group instruction   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development<br><br>Schools: Cesar Chavez Academy Elementary | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$3600            | Title III         | Administration, instructional coach, ELL teacher, support staff |

| Activity - ELL Materials for supporting Tier I Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|  |                       |        |           |            |            |        |           |   |
|--|-----------------------|--------|-----------|------------|------------|--------|-----------|---|
| ELL iPad applications to reinforce language skills in mathematics. Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills.<br><br>Schools: Cesar Chavez Academy Elementary | Technology, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5500 | Title III | Administration, instructional coach, ELL teacher, support staff |
|--|-----------------------|--------|-----------|------------|------------|--------|-----------|---|

### Strategy 5:

Sheltered Instruction Observation Protocol - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a research-based, best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%.)

Category: Mathematics

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 1

| Activity - Data Analysis   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Monitor       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$275000          | Title III         | Instructional coaches and schools leaders are responsible for analyzing data. |

| Activity - ESL curriculum for ESL elective classes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |                          |        |  |            |            |        |           |  |
|---|--------------------------|--------|--|------------|------------|--------|-----------|--|
| <p>The middle school and high school will implement an ESL curriculum to support the ESL elective classes.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez High School</p> | Academic Support Program | Tier 2 |  | 08/01/2019 | 06/01/2020 | \$5000 | Title III | The middle and high school administrative team, and ELL coach are responsible for monitoring the implementation of the strategy. |
|---|--------------------------|--------|--|------------|------------|--------|-----------|--|

| Activity - Monitor the Implementation of SIOP components   | Activity Type            | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| <p>Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Academic Support Program | Tier 1 |       | 08/01/2019 | 06/30/2020 | \$30000           | Title III         | The district's administrative team(school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |

| Activity - ESL Progress Monitoring Tool  | Activity Type | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|-------|------------|------------|-------------------|-------------------|--|
| <p>The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Technology    | Tier 2 |       | 08/01/2019 | 06/30/2020 | \$15000           | Title III         | The district administrative team is responsible for implementing this activity |

| Activity - SIOP Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|  |               |      |       |            |          |                   |                   |                   |

## District Improvement Plan

Cesar Chavez Academy

|   |                       |        |         |            |            |         |                 |   |
|---|-----------------------|--------|---------|------------|------------|---------|-----------------|---|
| Teachers and district administrative teams will be provided with ongoing professional development on the SIOF components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development). | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$18200 | Title II Part A | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School   |                       |        |         |            |            |         |                 |   |

| Activity - Implementation of the SIOF model   | Activity Type                      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
|---|------------------------------------|--------|---------|------------|------------|-------------------|----------------------------------|--|
| Teachers will utilize the SIOF model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOF 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. | Direct Instruction, Implementation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500             | Title I School Improvement (ISI) | School leader, instructional coach, instructional staff, support staff |
| Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School   |                                    |        |         |            |            |                   |                                  |  |

| Activity - Software & Applications Targeting Math Needs of ELL Students   | 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.   | Technology    | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$8000            | Section 31a       | Instructional Coach, General Staff, and Paraprofessionals |
| Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, 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 |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|  |               |      |       |            |          |                   |                   |                   |

**District Improvement Plan**

Cesar Chavez Academy

|   |                          |        |         |            |            |          |                |  |
|---|--------------------------|--------|---------|------------|------------|----------|----------------|--|
| Paraprofessionals provide language interventions within the general education classroom as well as in small group setting and/or one-to-one.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$100000 | Title I Part A | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |
|---|--------------------------|--------|---------|------------|------------|----------|----------------|--|

**Measurable Objective 3:**

85% of Students with Disabilities students will demonstrate a proficiency of 80% or higher in Mathematics by 06/30/2024 as measured by the student's Mstep (or equivalent state assessment), MME, SAT, and NWEA scores.

**Strategy 1:**

Clear Learning Objectives - Setting clear learning objectives for all students, including special education students.

Category: Mathematics

Research Cited: Marzano's high yield strategies

Tier: Tier 3

| Activity - Collaboration Time   | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.<br><br>Schools: All Schools | Teacher Collaboration | Tier 3 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | General education teachers, special education teachers |

**Measurable Objective 4:**

A 100% increase of All Students will increase student growth in their practice SAT score in English Language Arts in Mathematics by 06/12/2020 as measured by school administration and instructional staff using the ENACT practice tests and resources..

**Strategy 1:**

ENACT Program - School staff will work with the staff and materials from the ENACT program to interpret, analyze, and use school data about student SAT and practice SAT scores. This will be implemented through ENACT practice tests, staff PD and training, and ENACT staff instruction for students.

Category: Mathematics

Research Cited: "Researchers Find That Frequent Tests Can Boost Learning" Scientific American

**District Improvement Plan**

Cesar Chavez Academy

Tier: Tier 1

| Activity - Teacher Analysis of SAT practice  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|---|--------|-----------|------------|------------|-------------------|--------------------|--|
| This strategy includes teachers analyzing data from ENACT practice tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.<br><br>Schools: Cesar Chavez High School | Supplemental Materials, Implementation, Professional Learning                     | Tier 1 | Implement | 06/11/2019 | 06/12/2020 | \$7500            | Title I Schoolwide | All stakeholders - Teachers, instructional coach, principal, assistant principal |
| Activity - ENACT Instructor  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
| This strategy includes an ENACT instructor coming to visit the school 2-5 times per week to instruct on test preparation to students.<br><br>Schools: Cesar Chavez High School   | Supplemental Materials, Direct Instruction, Implementation, Teacher Collaboration | Tier 1 | Implement | 06/01/2019 | 06/12/2020 | \$7500            | Title I Schoolwide | All stakeholders - teachers, principal, assistant principal, instructional coach |
| Activity - Purchase SAT Prep Materials   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
| Purchase SAT preparation materials from ENACT necessary for program implementation.<br><br>Schools: Cesar Chavez High School   | Materials   | Tier 1 |           | 06/03/2019 | 06/12/2020 | \$5000            | Title I Schoolwide | Administrative Team  |

**Goal 3: All students in the Cesar Chavez District will become proficient in science.****Measurable Objective 1:**

85% of All Students will demonstrate a proficiency 80% or higher in Science by 06/30/2024 as measured by the student's M-step (or equivalent state assessment), MME, SAT, and NWEA scores.



## District Improvement Plan

Cesar Chavez Academy

### Strategy 1:

Build partnerships - The district will build partnerships with outside entities such as AWIM, DAPCEP, MSU STEM program, WSU Strings project, Living Arts, etc. to expand educational opportunities for under-represented students.

Category: School Culture

Research Cited: What Works in Schools: Translating Research Into Action by Robert J. Marzano.

Christenson, S.L and Sheridan, S.M (2001). School and Families: Creating Essential Connections for Learning.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218.

Tier: Tier 1

| Activity - Develop a strategic plan   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.<br><br>Schools: All Schools | Policy and Process | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$8000            | Section 31a       | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these programs. |

### Strategy 2:

Alignment of curriculum, instruction, and assessment - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum.

The district will continue to implement the EMP, which assists in aligning the curriculum, structure the pacing guides and monitor the district assessment timeline. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Category: Science

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

## District Improvement Plan

Cesar Chavez Academy

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

| Activity - Curriculum Alignment to NGSS   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards). Utilization of FocalPointK-12, or a program similar, that will be used to monitor and track the progress of students' understanding of grade level content (including state and NGSS standards). This will drive instruction by providing a link between content standards, direct instruction, student progress, and assessments allowing for targeted interventions and support for all students in all tiers. Greater monitoring of standards based instruction.<br><br>Schools: All Schools | Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000           | Title I Schoolwide | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for the monitoring the alignment. |

| Activity - Professional development / PLC  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|---|--|
| The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. CCA uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$7934            | Title II Part A, Title II Part A, General Fund, Title II Part A | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for m |

| Activity - Informational text/ literature aligned to support science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|  |  |             |              |                   |                 |                          |                          |   |
|--|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Informational Text/literature that supports the integration of literacy across content areas<br><br>Schools: Cesar Chavez Academy Elementary   | Academic Support Program, Curriculum Development, Materials            | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$5000                   | Section 31a              | School leader, instructional coach, support staff and instructional staff                     |
| <b>Activity - Science A-Z</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Science A-Z web-based program to support with informational text and inquiry based science experiments.<br><br>Schools: Cesar Chavez Academy Elementary  | Academic Support Program   | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$2500                   | Title I Part A           | School leader, instructional coach, support staff and instructional staff                     |
| <b>Activity - Academic Vocabulary</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will incorporate academic vocabulary into daily lessons<br><br>Schools: Cesar Chavez High School  | Academic Support Program   | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$1000                   | General Fund             | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |
| <b>Activity - Instructional Coach</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| 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.<br><br>Schools: Cesar Chavez High School | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$40000                  | Title I Part A           | School Leader, instructional coach  |
| <b>Activity - Professional Development on Implementation of state and NGSS standards</b>   | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |

## District Improvement Plan

Cesar Chavez Academy

|  |                       |        |         |            |            |         |       |  |
|--|-----------------------|--------|---------|------------|------------|---------|-------|--|
| Professional development participation to ensure understanding of NGSS standards and the transition between state and NGSS standards as well as instructional best practices.<br><br>Schools: Cesar Chavez Middle School | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000 | Other | School leader, instructional coach, instructional staff, support staff |
|--|-----------------------|--------|---------|------------|------------|---------|-------|--|

| Activity - Acquiring Aligned Materials   | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|---------------|--------|---------------|------------|------------|-------------------|--------------------|--|
| Materials will be purchased in order to ensure effective instruction of Next Generation Science Standards and state standards including curriculum resources, hands-on manipulative materials, and experiment materials.<br><br>Schools: All Schools | Materials     | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$100000          | Title I Schoolwide | School leader, instructional coach, instructional staff, support staff |

| Activity - Align Maps, Pacing Guides and Lesson Plans   | Activity Type                              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                       |
|---|--|--------|---------|------------|------------|-------------------|---------------------|---|
| Teachers will unpack the Science Michigan Curriculum Framework to write a pacing guide and lessons. They will also begin examining the New Michigan Science Standards for comparison.<br><br>Schools: All Schools | Policy and Process, Curriculum Development | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | School Leader, instructional coach, instructional staff |

| Activity - Professional Development on Mapping and Pacing Guides  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible       |
|---|-----------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------------|
| As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$3624            | Title II Part A   | School leader and coach |

### Strategy 3:

DI (Differentiated Instruction) - District staff will provide students with explicit science instruction utilizing differentiated instruction strategies to align to the NGSS. Such strategies include learning stations, inquiry science and project based learning.

Category: Science

## District Improvement Plan

Cesar Chavez Academy

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

| Activity - Monitor Strategy   | Activity Type                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding              | Staff Responsible   |
|---|------------------------------|--------|-----------|------------|------------|-------------------|--------------------------------|---|
| The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies using common walk through tools.<br><br>Schools: All Schools | Monitor                      | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$240000          | Title I Part A                 | The districts administrative team(school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies on a daily basis. |
| Activity - Off campus learning  | Activity Type                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding              | Staff Responsible   |
| Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.<br><br>Schools: All Schools              | Extra Curricular, Field Trip | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5755            | Title I Part A, Title I Part A | The school leaders and instructional coaches are responsible for this activity.   |
| Activity - Professional development / PLC   | Activity Type                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding              | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

|  |                       |        |           |            |            |         |   |  |
|--|-----------------------|--------|-----------|------------|------------|---------|---|--|
| Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science. Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom. Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$22000 | Title II Part A, Title I Part A, Title II Part A, Other | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |
|--|-----------------------|--------|-----------|------------|------------|---------|---|--|

| Activity - Purchase additional resources   | Activity Type                    | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|----------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.<br><br>Schools: All Schools | Implementation, Materials, Other | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000           | Title I Part A    | The districts administrative team (school leaders, instructional coaches, ELL coach) is responsible for the purchase of resources needed to support DI. |

| Activity - Differentiating Lessons  | 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.<br><br>Schools: Cesar Chavez High School | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$3428            | Section 31a       | All Science Staff, including Teachers, Support Staff and Instructional Coach. |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Hands-On Activities and Creative Groups  | Activity Type                 | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|-------------------------------|--------|---------|------------|------------|-------------------|--------------------|--|
| Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material. Next Generation Science Unit Materials including triple beam balances, graduated cylinders, beakers, hot plates, digital thermometers, digital scales, microscopes with slides, sieves, as well as updated book sets and lab workbooks for individual students<br><br>Schools: Cesar Chavez Middle School | Direct Instruction, Materials | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$15000           | Title I Schoolwide | School leader, instructional coach, instructional staff, support staff |
| Activity - Center Based Instruction to Address Weaknesses   | Activity Type                 | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
| Teachers will plan to use more centers to teach science with literature, games and experiments to teach the curriculum.<br><br>Schools: Cesar Chavez Academy Intermediate   | Direct Instruction            | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | Section 31a        | Leader and coach   |

### Strategy 4:

Increase instructional time - The district will increase the instructional time for science in order to improve the overall proficiency for all students.

Category:

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

National Center on Time and Learning. (2010). The Relationship Between Time and Learning: A Brief Review of the Theoretical Research.

Osborne, J. (2003). "Attitudes Towards Science: A Review of the Literature and Its Implications." International Journal of Science Education 25(9), 1049–1079.

Traphagen, K. (2011). Strengthening Science Education: The Power of More Time to Deepen Inquiry and Engagement.

Tier:

| Activity - Revise schedule | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**District Improvement Plan**

Cesar Chavez Academy

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|---|------------------------------------|--------|-----------|------------|------------|-----|---------------------|--|
| School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.<br><br>Schools: All Schools | Policy and Process, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach) will ensure the implementation of the strategy. |
|---|------------------------------------|--------|-----------|------------|------------|-----|---------------------|--|

**Strategy 5:**

Instructional and ELL Coach(es) - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content assisting in the develop maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Category:

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Knight, J. (2005). A primer on instructional coaching. Principal Leadership, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). The Heart of the Matter: The Coaching Model in America’s Choice Schools.

Lyons, C., and Pinnell, G. (2001). Systems for Change in Literacy Education: A Guide to Professional Development.

Coggins, C., Stoddard, P., and Cutler, E. (2003). “Improving Instructional Capacity through Field-Based Reform Coaches.”

Barr, K., Simmons, B., and Zarrow, J. (2003). “School Coaching in Context: A Case Study in Capacity Building.”

Tier:

| Activity - Daily walk-through / In-class support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Cesar Chavez Academy

|   |                                       |        |           |            |            |     |                     |                                   |
|---|---------------------------------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------|
| Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.<br><br>Schools: All Schools | Academic Support Program, Walkthrough | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | The district administrative team. |
|---|---------------------------------------|--------|-----------|------------|------------|-----|---------------------|-----------------------------------|

| Activity - Data Analysis   | Activity Type       | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|--|---------------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| Instructional coaches, District ELL coach will analyze building level data by grade and content to assist in planning instruction.<br><br>Schools: All Schools | Monitor, Evaluation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | The district administrative team. |

| Activity - Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                    | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------------------------|--|
| Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | No Funding Required, Title II Part A | The district administrative team is responsible for this activity. |

| Activity - Instructional and Data Coaching  | Activity Type                                | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|--|--------|-------|------------|------------|-------------------|--------------------|---------------------|
| Use of data coach, instructional coach, and English Language Learning Coach in order to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort. Coaches work closely with the leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez High School | Teacher Collaboration, Professional Learning | Tier 1 |       | 08/01/2019 | 06/30/2020 | \$120000          | Title I Schoolwide | Administrative team |

## District Improvement Plan

Cesar Chavez Academy

### Strategy 6:

Sheltered Instruction Observation Protocol - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%). Teacher's will incorporate project based initiatives such as AWIM, Initiative Science, and Lego League to promote higher order thinking skills and hands-on application.

Category: Learning Support Systems

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier:

| Activity - Monitor Strategy  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| The instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students.<br><br>Schools: All Schools | Monitor       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$30000           | Title I Part A    | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis. |

| Activity - Professional development / PLC | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |                       |        |           |            |            |         |                            |   |
|---|-----------------------|--------|-----------|------------|------------|---------|----------------------------|---|
| Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development). Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P as they relate to science instruction. Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$12000 | Title II Part A, Title III | The districts administrative team(school leaders, instructional coaches, ELL coach) are responsible for monitoring this strategy. |
|---|-----------------------|--------|-----------|------------|------------|---------|----------------------------|---|

| Activity - Purchase additional resources  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.<br><br>Schools: All Schools | Materials     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000           | Section 31a       | The school leader is responsible for the purchase of additional materials. |

| 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.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500             | Title I School Improvement (ISI) | School leader, instructional coach, instructional staff, support staff |

| 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 |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

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|---|--------------------------|--------|--|------------|------------|--------|-------------|--|
| Beginning stages of training staff on basic knowledge and use of online technology<br><br>Schools: Cesar Chavez High School | Academic Support Program | Tier 2 |  | 08/01/2019 | 06/30/2020 | \$8000 | Section 31a | School leader, instructional coach, instructional staff, support staff |
|---|--------------------------|--------|--|------------|------------|--------|-------------|--|

| 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.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$100000          | Title III         | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |

### Strategy 7:

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

Category: Science

Research Cited: Common Core standards and science content standards

Tier: Tier 1

| Activity - Off Campus Experiences/Field Trips  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible   |
|--|---------------|--------|---------|------------|------------|-------------------|------------------------------|---|
| Trips connected to the Next Generation Science Standards/Michigan Science Standards will be taken monthly to help students connect to real life with increases mastery. Students will have a hands on experience to state standards by participating in field trips.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Elementary East | Field Trip    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$8500            | General Fund, Title I Part A | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Science Experiments and Supplemental Science Materials   | Activity Type                 | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|-------------------------------|--------|---------------|------------|------------|-------------------|---|---|
| <p>Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards. There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction. 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.</p> <p>Schools: All Schools</p> | Direct Instruction, Materials | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$29500           | Title I Part A, Section 31a, Title I Part A, General Fund | School leader, instructional coach, support staff and instructional staff |
| Activity - Science Fair   | Activity Type                 | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>All students in grades K-12 will complete a science fair project focusing on the Scientific Process.</p> <p>Schools: Cesar Chavez Academy Elementary</p>   | Direct Instruction            | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$500             | General Fund  | School leader, instructional coach, support staff and instructional staff |
| Activity - Professional development on cross curricular instruction   | Activity Type                 | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>PD on cross curricular instruction to support teachers in implementing high engaging lessons</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East, Cesar Chavez High School</p>  | Professional Learning         | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$4500            | Title II Part A   | School leader, instructional coach, support staff and instructional staff |
| Activity - Science Lab Opportunities  | Activity Type                 | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

|  |                    |        |           |            |            |         |                       |   |
|--|--------------------|--------|-----------|------------|------------|---------|-----------------------|---|
| Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment.<br><br>Schools: Cesar Chavez Middle School | Implementa<br>tion | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | Title I<br>Schoolwide | School<br>leader,<br>instructiona<br>l coach,<br>instructiona<br>l staff,<br>support<br>staff |
|--|--------------------|--------|-----------|------------|------------|---------|-----------------------|---|

| Activity - Use of STEM/STEAM kits   | Activity<br>Type  | Tier   | Phase     | Begin Date | End Date   | Resource<br>Assigned | Source Of<br>Funding | Staff<br>Responsibl<br>e                                     |
|---|---|--------|-----------|------------|------------|----------------------|----------------------|--|
| Students will be prepared for the NGSS when applying knowledge through rigorous hands on and inquiry based activities that teachers have been trained on through both on site and off site professional learning communities.<br><br>Schools: All Schools | Academic<br>Support<br>Program,<br>Monitor,<br>Direct<br>Instruction,<br>Implementa<br>tion,<br>Curriculum<br>Developme<br>nt,<br>Professiona<br>l Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$150000             | Section 31a          | Instructio<br>nal coach,<br>School<br>leader and<br>teachers |

| Activity - Materials for STEM/STEAM projects   | Activity<br>Type  | Tier   | Phase     | Begin Date | End Date   | Resource<br>Assigned | Source Of<br>Funding | Staff<br>Responsibl<br>e  |
|--|---|--------|-----------|------------|------------|----------------------|----------------------|---|
| In order to support pur science intiatives, the district and teachers will need to purchase additional materials to ensure the students are recieving education on NGSS and to support STEM and STEAM initiatives in our district.<br><br>Schools: All Schools | Academic<br>Support<br>Program,<br>Direct<br>Instruction,<br>Implementa<br>tion,<br>Curriculum<br>Developme<br>nt,<br>Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000              | Section 31a          | School<br>leader,<br>teachers<br>and<br>instructiona<br>l coaches |

### Strategy 8:

Reading & Writing Across the Content Areas - The utilizing of informational text will be embedded throughout all subject areas to strengthen students understanding of technical texts in the Common Core. There will be an increase in the monitoring and the expectations in planning for more integration of all the subject areas around the standards and skills that are connected to informational text.

Category: Science

Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's

## District Improvement Plan

Cesar Chavez Academy

Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

| Activity - More Focus and Emphasis on Science in ELA  | Activity Type                     | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------------------|--------|----------|------------|------------|-------------------|-------------------|---|
| Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).<br><br>Schools: Cesar Chavez Academy Elementary East   | Direct Instruction                | Tier 1 | Evaluate | 08/01/2019 | 06/30/2020 | \$1200            | General Fund      | School leader, instructional coach, support staff and instructional staff |
| Activity - Subscriptions to Various Resources   | Activity Type                     | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.<br><br>Schools: Cesar Chavez Academy Elementary East  | Materials                         | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$3000            | Title I Part A    | School leader, instructional coach, support staff and instructional staff |
| Activity - Use of Leveled Readers to Increase Reading Skills  | Activity Type                     | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East, Cesar Chavez High School | Supplemental Materials, Materials | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$2000            | Title I Part A    | School leader, instructional staff and coach                              |
| Activity - Quarterly Presentations and Projects   | Activity Type                     | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

## District Improvement Plan

Cesar Chavez Academy

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|---|--------------------|--------|-----------|------------|------------|--------|--------------|--|
| Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc | Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | General Fund | School leader, instructional coach and instructional/support staff |
| Schools: Cesar Chavez Academy Elementary East   |                    |        |           |            |            |        |              |  |

| Activity - Writing Across the Science Curriculum   | Activity Type                         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------------------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Professional development focused on writing across the content areas will educate instructional staff on how to build in rigor through increased opportunities to write. Students will increase the amount of writing to showcase content knowledge and practice Next Generation Science Standards skills. | Implementation, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | Title II Part A   | School leader, instructional coach, instructional staff, support staff |
| Schools: Cesar Chavez Middle School  |                                       |        |         |            |            |                   |                   |  |

### Strategy 9:

Utilize Technology to Increase Mastery - Students are scheduled twice a week in the computer lab to engage in activities that provide real life connections, reading materials at their level, math interventions, games and test taking skills for an hour. Teachers use software, websites, blogs, videos, projectors, listening centers, elmos and l pads as well to increase academic performance and with technology.

Category: Science

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

| Activity - Make Connections to Real Life Application   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth. | Technology    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2500            | General Fund      | School leader, instructional coach, support staff and instructional staff |
| Schools: All Schools   |               |        |         |            |            |                   |                   |   |

| Activity - Use Software Licenses to Increase Engagement and Visualizing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |



## District Improvement Plan

Cesar Chavez Academy

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|---|------------|--------|---------|------------|------------|--------|--------------------------------|---|
| StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. This software will be utilized by teachers and students to help in understand material to reach mastery on assessments.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Technology | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$8900 | Title I Part A, Title I Part A | School leader, instructional coach, support staff and instructional staff |
|---|------------|--------|---------|------------|------------|--------|--------------------------------|---|

| Activity - Technology Professional Development   | Activity Type                     | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.<br><br>Schools: All Schools | Technology, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | General Fund      | School leader, instructional coach, support staff and instructional staff |

| Activity - Increased Use of Technology and Computer Assisted Programs  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|--------------------------|--------|---------|------------|------------|-------------------|--------------------|--|
| Students will use computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. To ensure effective integration of technology, interactive boards and the technology to effectively 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<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$40000           | Title I Schoolwide | School leader, instructional coach, instructional staff, support staff |

| Activity - Focal PointK12 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|                           |               |      |       |            |          |                   |                   |                   |

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|---|---|--------|-----------|------------|------------|---------|--------------------|--|
| FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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.<br><br>Schools: All Schools | Technology , Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$50000 | Title I Schoolwide | Instructional coach, teachers, Team of Academic Support and administration |
|---|---|--------|-----------|------------|------------|---------|--------------------|--|

### Strategy 10:

Extended Learning Opportunities - School leader and coach will plan extra time in addition to (and outside) core instruction to offer more intensive interventions that are designed to remediate deficiencies. Students will be grouped according to various test scores from summative and formative assessments and taught for an hour after school, 4-6 week during the summer and weekend school. Also, monthly field trips will plan to offer students the experience of making real life connections to teaching and learning.

Category: Science

Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier:

| Activity - Summer School   | Activity Type            | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding                             | Staff Responsible  |
|--|--------------------------|--------|----------|------------|------------|-------------------|---|--|
| Summer school program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulative materials, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Academic Support Program | Tier 1 | Evaluate | 06/17/2019 | 08/16/2019 | \$192874          | Section 31a, Title I Schoolwide , Section 31a | School leader, instructional coach, instructional staff, support staff |

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Cesar Chavez Academy

| Activity - After School Tutoring   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |
|--|--------------------------|--------|---------|------------|------------|-------------------|-----------------------------|--|
| <p>After school program will use various sources of data to provide research and evidence based interventions. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$139000          | Title I Part A, Section 31a | School leader, instructional coach, instructional staff, support staff |

| Activity - DAP-CEP After-School and Summer Enrichment   | Activity Type                              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--|--------|---------|------------|------------|-------------------|--------------------|--|
| <p>DAP-CEP and CCA-MS staff will implement STEM and science related supplemental learning opportunities to students after school and throughout the summer to support mastery of content and to allow for skills practice in an enrichment setting.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez Academy Intermediate</p> | Academic Support Program, Extra Curricular | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$75000           | Title I Schoolwide | School leader, instructional coach, instructional staff, support staff |

### Strategy 11:

Multi-Tiered Systems of Support - 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: Science

Research Cited: Rtl Network

Tier: Tier 2

| Activity - At-Risk Support Staff  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible   |
|---|--------------------------|--------|---------|------------|------------|-------------------|--|---|
| <p>Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$310000          | Section 31a, Title III, Title I Part A | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |

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Cesar Chavez Academy

| Activity - Science Interventions   | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
|--|--|--------|---------|------------|------------|-------------------|--|--|
| <p>Students will be monitored within their respective science classes so that intensive science interventions may be provided for identified at-risk students. Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.</p> <p>Schools: All Schools</p> | Academic Support Program   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$390500          | Title I Schoolwide, Title I Schoolwide | School leader, instructional coach, instructional staff, support staff |
| Activity - Data Coach  | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
| <p>The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>   | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000           | Title I Part A                         | School leader, data coach  |
| Activity - Consistent Administration of Eagle Expectations and Eagle Dollars   | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
| <p>Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior. Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.</p> <p>Schools: All Schools</p>   | Behavioral Support Program   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$17000           | Section 31a, Title I Schoolwide        | School leader, instructional coach, instructional staff, support staff |
| Activity - Response to Intervention Coordinator  | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
|  |  |        |         |            |            |                   |  |  |

**District Improvement Plan**

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|---|---|--------|----------|------------|------------|---------|--------------------|--|
| Use of Response to Intervention Coordinator in order to monitor and align interventions, monitor student growth, review logs, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort with support staff and instructional leadership team. | Academic Support Program, Professional Learning | Tier 1 | Evaluate | 08/01/2019 | 06/30/2020 | \$60000 | Title I Schoolwide | School leader, instructional coach, instructional staff, support staff |
| Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez High School  |   |        |          |            |            |         |                    |  |

| Activity - Rtl Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000            | Title II Part A   | School leaders, instructional staff, instructional coaches, interventionists, Rtl coordinators |
| Schools: All Schools   |                       |        |         |            |            |                   |                   |  |

**Strategy 12:**

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

Category: Science

Research Cited: "Research-Based Content Area Reading Instruction," Texas Reading Initiative

Tier: Tier 1

| Activity - Close and Critical Reading Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

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|--|---|-------------|--------------|-------------------|-----------------|--------------------------|----------------------------------|--|
| Teachers will benefit from, focused training on, and how to teach Close and Critical Reading strategies within the classroom.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez High School   | Professional Learning                   | Tier 1      |              | 08/01/2019        | 06/30/2020      | \$15000                  | Title I Schoolwide               | School leader, instructional coach, science instructional staff, support staff |
| <b>Activity - Close and Critical Reading Lessons</b>   | <b>Activity Type</b>                    | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>   |
| 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.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez High School  | Direct Instruction                      | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$0                      | No Funding Required              | All Science Instructors  |
| <b>Activity - Usage Mastery</b>  | <b>Activity Type</b>                    | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>   |
| 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.<br><br>Schools: Cesar Chavez High School  | Monitor, Direct Instruction, Evaluation | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$500                    | Title I School Improvement (ISI) | All Science Instructional Staff  |
| <b>Activity - High Interest Informational Text</b>   | <b>Activity Type</b>                    | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>         | <b>Staff Responsible</b>   |
| Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Direct Instruction                      | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$1200                   | Section 31a                      | School leader, instructional coach, instructional staff, support staff         |

### Strategy 13:

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

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teacher conferences, letters home, online resources, etc.

Category: Science

Research Cited: "Parent Involvement in Education," Kathleen Cotton and Karen Reed Wikelund

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.<br><br>Schools: All Schools | Parent Involvement | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2000            | Title I Part A    | School Leader, Home-Community Liaison, General Education Staff, and Support Staff |

## Goal 4: All students in the Cesar Chavez District will become proficient in social studies.

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency 80% or higher in Social Studies by 06/30/2024 as measured by the student's M-step (or equivalent state assessment), MME, SAT, and NWEA scores.

### Strategy 1:

Alignment of curriculum, instruction, and assessment - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP, assist in aligning the curriculum, structure the pacing guides and monitor the district assessment timeline.

Category: Social Studies

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

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| Activity - Professional development / PLC/Instructional Learning Cycles   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding          | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------|---|
| <p>The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training. Teachers will receive various professional learning opportunities in Social Studies.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$40000           | Title II Part A, Title III | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating the professional learning communities and PD. |

| Activity - Informational text/ literature aligned to MC3 Curriculum  | Activity Type          | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                             |
|--|------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East</p> | Curriculum Development | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | Title I Part A    | Administration, instructional coach, teachers |

| Activity - Best Practice Instruction/Marzano  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding          | Staff Responsible   |
|---|--------------------|--------|---------|------------|------------|-------------------|----------------------------|---|
| <p>CCA will use Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.</p> <p>Schools: All Schools</p> | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1500            | General Fund, General Fund | School leader, instructional coach, support staff and instructional staff |



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| Activity - Marzano Professional Development Sessions   | Activity Type                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|-------------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.<br><br>Schools: Cesar Chavez Academy Elementary East        | Professional Learning         | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | General Fund       | School leader, instructional coach, support staff and instructional staff |
| Activity - Weekly Hands On Activities  | Activity Type                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.<br><br>Schools: Cesar Chavez Academy Elementary East | Direct Instruction            | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000           | General Fund       | School leader, instructional coach, support staff and instructional staff |
| Activity - Purchase of Student Workbooks   | Activity Type                 | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| Purchase of Student Consumable Workbooks to implement and teach state standards and drive instruction.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez High School                | Direct Instruction, Materials | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$4900            | Title I Schoolwide | School leader, instructional coach, support staff and instructional staff |

### Strategy 2:

DI (Differentiated Instruction) - District staff will implement DI (Differentiated Instruction) to increase student achievement.

Category: Career and College Ready

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

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| Activity - Monitor Strategy  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| <p>The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy</p> <p>Schools: All Schools</p> | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |

| Activity - Professional development / PLC   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------------|--|
| <p>Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction). Ongoing professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development. Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for Social Studies department</p> <p>School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$17000           | Title II Part A, Title II Part A | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |

| Activity - Purchase resources to support Rtl / DI | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |

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Cesar Chavez Academy

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|--|-------------------------------------|-------------|--------------|-------------------|-----------------|--------------------------|-----------------------------|--|
| Teachers will be provided with materials and supplies to support SIOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction.<br><br>Schools: All Schools | Academic Support Program, Materials | Tier 1      | Implement    | 08/01/2019        | 06/30/2020      | \$92500                  | Section 31a, Title I Part A | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for researching and purchasing resources that support best practices. |
| <b>Activity - Software and iPad Applications</b>   | <b>Activity Type</b>                | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>    | <b>Staff Responsible</b>   |
| Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East                           | Technology                          | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$5000                   | Title I Part A              | Administrative team, instructional coach, teachers   |
| <b>Activity - Field Trips to Community Organizations</b>   | <b>Activity Type</b>                | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>    | <b>Staff Responsible</b>   |
| Students will have hands on experiences and real world experiences by participating on field trips to community based organizations.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Elementary East   | Community Engagement                | Tier 1      | Monitor      | 08/01/2019        | 06/30/2020      | \$13000                  | Title III, Title I Part A   | Administration, instructional coach, teachers  |
| <b>Activity - Differentiating Instruction</b>  | <b>Activity Type</b>                | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>    | <b>Staff Responsible</b>   |

## District Improvement Plan

Cesar Chavez Academy

|   |                    |        |         |            |            |        |                |   |
|---|--------------------|--------|---------|------------|------------|--------|----------------|---|
| 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 | 08/01/2019 | 06/30/2020 | \$3400 | Title I Part A | All Social Studies Staff, including Teachers, Support Staff and Instructional Coach |
| Schools: Cesar Chavez High School   |                    |        |         |            |            |        |                |   |

### Strategy 3:

Instructional and ELL Coach(es) - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content assisting in the develop maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Category: Learning Support Systems

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). *Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.*

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). *The Heart of the Matter: The Coaching Model in America's Choice Schools.*

Lyons, C., and Pinnell, G. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development.*

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier: Tier 1

| Activity - Daily walk-through / In-class support   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                |
|--|---------------|--------|---------|------------|------------|-------------------|---------------------|----------------------------------|
| Instructional coaches, District ELL coach will conduct daily walk through to provide teachers with non-evaluative and evaluative feedback. | Walkthrough   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | The district administrative team |
| Schools: All Schools   |               |        |         |            |            |                   |                     |                                  |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Professional development / PLC   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                    | Staff Responsible                 |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------------------------|-----------------------------------|
| Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Title II Part A, No Funding Required | The district administrative team. |

| Activity - Instructional Coaching for Teachers  | Activity Type                                | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|---|--|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| The Instructional Coaches, District ELL Coach will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.<br><br>Schools: All Schools | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | The district administrative team. |

### Strategy 4:

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%).

Category:

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

**District Improvement Plan**

Cesar Chavez Academy

Tier: Tier 1

| Activity - Monitor the Implementation of SIOP components  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis. |

| Activity - Professional development / PLC   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------------|--|
| Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$32000           | Title II Part A, Title II Part A | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |

| Activity - Use of Spanish Language Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|  |           |        |         |            |            |        |           |   |
|--|-----------|--------|---------|------------|------------|--------|-----------|---|
| Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Materials | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000 | Title III | School leader, instructional coach, support staff and instructional staff |
|--|-----------|--------|---------|------------|------------|--------|-----------|---|

| 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.<br><br>Schools: All Schools | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$135000          | Title I Part A    | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |

### Strategy 5:

Increase of Informational Text in All Content Areas - The utilizing of informational text will be embedded throughout all subject areas to strengthen students understanding of technical texts in the Common Core. There will be an increase in the monitoring and the expectations in planning for more integration of all the subject areas around the standards and skills that are connected to informational text.

Category: Social Studies

Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

| Activity - More Focus and Emphasis on History, Timelines and Biographies   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text).<br><br>Schools: Cesar Chavez Academy Elementary East | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$500             | Title I Part A    | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Subscriptions to Various Resources   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------------|---|
| <p>Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East</p> | Materials                | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1500            | General Fund              | School leader, instructional and support staff and instructional coach    |
| Activity - Use of Leveled Readers to Increase Reading Skills  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| <p>Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.</p> <p>Schools: All Schools</p>   | Academic Support Program | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$5525            | General Fund, Section 31a | School leader, instructional coach, support staff and instructional staff |
| Activity - Quarterly Presentations and Projects   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| <p>Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc</p> <p>Schools: Cesar Chavez Academy Elementary East</p>   | Direct Instruction       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000            | General Fund              | School leader, instructional coach, support staff and instructional staff |
| Activity - Professional Development on Close and Critical Reading   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| <p>Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez High School</p>   | Professional Learning    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3080            | Title I Schoolwide        | All Social Studies Instructors and support staff                          |
| Activity - Close and Critical Reading Lessons in Social Studies   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |



## District Improvement Plan

Cesar Chavez Academy

|   |                    |        |         |            |            |        |                                  |                             |
|---|--------------------|--------|---------|------------|------------|--------|----------------------------------|-----------------------------|
| 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.<br><br>Schools: Cesar Chavez High School | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$3000 | Title I School Improvement (ISI) | All Social Studies teachers |
|---|--------------------|--------|---------|------------|------------|--------|----------------------------------|-----------------------------|

### Strategy 6:

Utilize Technology to Increase Mastery - Students are scheduled twice a week in the computer lab to engage in activities that provide real life connections, reading materials at their level, math interventions, games and test taking skills for an hour. Teachers use software, websites, blogs, videos, projectors, listening centers, elmos and Ipads as well to increase academic performance and with technology.

Category: Social Studies

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

| Activity - Make Connections to Real Life Application  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.<br><br>Schools: Cesar Chavez Academy Elementary East | Technology    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500            | General Fund      | School leader, instructional coach, support staff and instructional staff |

| Activity - Use Software Licenses to Increase Engagement and Visualizing   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Academy Intermediate, Cesar Chavez Academy Elementary East | Technology    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1500            | Title I Part A    | School leader, instructional coach, support staff and instructional staff |

| Activity - Technology Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|  |                       |        |         |            |            |        |              |   |
|--|-----------------------|--------|---------|------------|------------|--------|--------------|---|
| Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.<br><br>Schools: All Schools | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000 | General Fund | School leader, instructional coach, support staff and instructional staff |
|--|-----------------------|--------|---------|------------|------------|--------|--------------|---|

| Activity - Content-area Assisted Technology Programs  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|---------------|--------|---------|------------|------------|-------------------|--------------------|---|
| Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of computer software programs (IXL, Study island, FocalPointK-12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase Social Studies proficiency.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez High School | Technology    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$50000           | Title I Schoolwide | School leader, instructional coach, support staff and instructional staff |

| Activity - Teacher training on Technology Integration   | Activity Type                      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|------------------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -FocalPointK-12 - Study Island -IXL - Brain Pop - NWEA - Accelerated Reader -Accelerated Math - Big Ideas - PLATO -Google -Microsoft<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez High School | Technology , Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Title I Schoolwide | School leader, instructional coach, support staff and instructional staff |

| Activity - New Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |            |        |         |            |            |         |                                  |   |
|---|------------|--------|---------|------------|------------|---------|----------------------------------|---|
| To ensure effective integration of technology, interactive boards and the technology to effectively 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 | Monitor | 08/01/2019 | 06/30/2020 | \$50000 | Title I School Improvement (ISI) | School leader, instructional coach, support staff and instructional staff |
| Schools: All Schools  |            |        |         |            |            |         |                                  |   |

| Activity - Focal PointK12   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--|--------|-----------|------------|------------|-------------------|--------------------|--|
| FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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.<br><br>Schools: All Schools | Technology, Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$50000           | Title I Schoolwide | School leader, instructional coach, teachers, Dept of Academic Achievement |

### Strategy 7:

Extended Learning Opportunities - School leader and coach will plan extra time in addition to (and outside) core instruction to offer more intensive interventions that are designed to remediate deficiencies. Students will be grouped according to various test scores from summative and formative assessments and taught for an hour after school, 4-6 week during the summer and weekend school. Also, monthly field trips will plan to offer students the experience of making real life connections to teaching and learning.

Category: Social Studies

Research Cited: Response to Intervention Network, Educational Leadership articles and Best Practice 3rd Edition: Today's Standards for Teaching & Learning in America's Schools

Tier: Tier 1

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

## District Improvement Plan

Cesar Chavez Academy

|  |                          |        |         |            |            |          |                          |   |
|--|--------------------------|--------|---------|------------|------------|----------|--------------------------|---|
| 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program | Tier 2 | Monitor | 06/28/2019 | 08/30/2019 | \$144000 | Section 31a, Section 31a | School leader, instructional coach, support staff and instructional staff |
|--|--------------------------|--------|---------|------------|------------|----------|--------------------------|---|

| Activity - After School Tutoring   | Activity Type            | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| After school program will use various sources of data to provide research and evidence based interventions.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez Academy Elementary East | Academic Support Program | Tier 2 |       | 08/01/2019 | 06/30/2020 | \$15000           | Title I Part A    | School leader, instructional coach, support staff and instructional staff |

| Activity - Off Campus Experiences/Field Trip  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible              |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------|
| Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.<br><br>Schools: Cesar Chavez Academy Elementary East | Field Trip    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | General Fund      | School leader, coach and staff |

| Activity - Daily Response To Intervention Time  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| From 2-3 daily students are grouped based off DRA, StudyIsland, NWEA, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.<br><br>Schools: Cesar Chavez Academy Elementary East | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | Title I Part A    | School leader, instructional coach, support staff and instructional staff |

**District Improvement Plan**

Cesar Chavez Academy

**Strategy 8:**

Multi-Tiered System of Supports - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory.

Category: Social Studies

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research, Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 2

| Activity - Academic and Behavior Interventions  | Activity Type  | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible   |
|---|--|--------|----------|------------|------------|-------------------|--|---|
| Students will be identified by performance and LEADS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.<br><br>Schools: All Schools | Academic Support Program, Behavioral Support Program | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$390000          | Section 31a                            | School leader, instructional coach, support staff and instructional staff                     |
| Activity - Counseling and Support   | Activity Type  | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible   |
| Use of social workers to enable us to positively address concerns in the lives of students and families in effort to improve the academic behaviors exhibited by students and to align families with resources in the community to foster positive home life experiences.<br><br>Schools: All Schools   | Behavioral Support Program                           | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$250000          | Section 31a                            | School leader, instructional coach, support staff and instructional staff                     |
| 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.<br><br>Schools: All Schools  | Academic Support Program                             | Tier 2 | Evaluate | 08/01/2019 | 06/30/2020 | \$125500          | Section 31a, Title III, Title I Part A | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Social Studies Interventions   | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|---|--------|-----------|------------|------------|-------------------|--------------------|---|
| <p>The Social Studies teacher will monitor students and identify at risk students so that intensive social studies interventions may be provided.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez High School</p>  | Academic Support Program                        | Tier 3 | Implement | 08/01/2019 | 06/30/2020 | \$500             | Title I Schoolwide | School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff |
| Activity - Data Coach   | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| <p>The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez High School</p>   | Academic Support Program, Teacher Collaboration | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$20000           | Title I Part A     | School Leader, Data Coach   |
| Activity - MTSS/Rtl Professional Development  | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| <p>Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.</p> <p>Schools: All Schools</p> | Professional Learning                           | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500            | Title II Part A    | Instructional coaches, instructional staff, interventionists, Rtl coordinators              |

## Goal 5: Safe and secure environment for all students at CCA.

### Measurable Objective 1:

## District Improvement Plan

Cesar Chavez Academy

demonstrate a behavior so that there is a 10% decrease in the number of inappropriate/problem behaviors by 06/19/2020 as measured by Office Disciplinary Referrals .

### Strategy 1:

Safe and secure environment - Cesar Chavez Academy staff will support the district's mission to provide high-quality educational opportunities in a safe and secure environment.

Category: Other - PBIS and Security

Research Cited: Freiberg, H. J. (1999). "School climate: Measuring, improving and sustaining healthy learning Environments."

G. P., Leadbeater, B. J., Emmons, C., & Blatt, S. J. (1997). "Perceived school climate and difficulties in the social adjustment of middle school students," Applied Developmental Science, 1(2), 76-88.

Schaps E (2005). The Role of Supportive School Environments in Promoting Academic Success.

Jeynes (2005). A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement.

Siris K, Osterman K (2004). Interrupting the Cycle of Bullying and Victimization in the Elementary Classroom.

Tier: Tier 1

| Activity - Staff to Support Secure Learning Environment   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-----------------------------|-------------------|
| CCA will hire and retain staff who will promote a safe and secure learning environment including security, dean of students, PBIS coordinator, etc.<br><br>Schools: All Schools   | Behavioral Support Program, Other - Security and Safety | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$135000          | Title I Part A, Section 31a | School leaders    |
| Activity - Anti-bullying  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible |
| CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.<br><br>Schools: All Schools | Behavioral Support Program                              | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$75000           | Title I Part A, Section 31a | School leader     |
| Activity - Use of Security Cameras/System   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible |

## District Improvement Plan

Cesar Chavez Academy

|   |   |        |           |            |            |          |             |               |
|---|---|--------|-----------|------------|------------|----------|-------------|---------------|
| Security systems will be used to increased security for all stakeholders.<br><br>Schools: All Schools | Materials,<br>Other -<br>Cameras,<br>Technology<br>, Wiring | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$250000 | Section 31a | School Leader |
|---|---|--------|-----------|------------|------------|----------|-------------|---------------|

### Strategy 2:

PBIS (Positive Behavior Intervention Support) - Positive Behavior Intervention Support (PBIS) will be promoted, implemented and monitored by the PBIS team, teachers, support staff, instructional coaches, and school leaders. Promotional events will be planned throughout the school year to celebrate students' "good behavior". Incentives will be incorporated into the program to the greatest degree possible so that behavior expectations can be highlighted on a frequent basis.

Category: Other - Behavior/Safety

Research Cited: Beard-Jordan, K., & Sugai, G. (2004). First Step to Success: An early intervention for elementary children at risk for antisocial behavior.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial.

Irvin, L., Horner, R., Ingram, K., Todd, A., Sugai G., Sampson, N., &

Boland, J. (2006). Using office discipline referral data for decision making about student behavior in elementary and middle schools: An empirical evaluation of validity.

Sherlock, P (2010). Impact of School-Wide Positive Behavioral Intervention and Supports on: reading, writing, math, and reduction in challenging behaviors.

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school.

Pierce, W.D., Cameron, J., Banko, K.M., & So, S. (2003). Positive effects of rewards and performance standards on intrinsic motivation.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice.

Tier: Tier 1

| Activity - PBIS Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year<br><br>Schools: All Schools | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500            | Title II Part A   | School leaders, instructional coaches, PBIS teams, teachers, and support staff |

| Activity - PBIS Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## District Improvement Plan

Cesar Chavez Academy

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|--|---|--------|-----------|------------|------------|-------------------|---------------------|---|
| PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.<br>Schools: All Schools | Teacher Collaboration                     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | School leaders, instructional coaches, PBIS teams |
| Activity - Utilize the LEADS System  | Activity Type                             | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                 |
| The district will utilize the LEADS System within PowerSchool, in order to collect and disaggregate student behavior data.<br>Schools: All Schools   | Technology, Policy and Process, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2000            | General Fund        | School leaders, support staff                     |

## Goal 6: All English Language Learners in the Cesar Chavez District will increase reading and writing proficiency in the English Language as measured by the annual WIDA assessment.

### Measurable Objective 1:

23% of English Learners students will demonstrate a proficiency on the WIDA in English Language Arts by 06/19/2020 as measured by WIDA Assessment.

### Strategy 1:

Writing Across the Curriculum - There will be more of a focus on writing across the curriculum in all content areas across schools within the district.

Category: English/Language Arts

Tier: Tier 1

|   |                       |        |               |            |            |                   |                   |                                     |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------------|
| Activity - Writing Workshops  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                   |
| Professional learning in writing across the curriculum.<br>Schools: All Schools | Professional Learning | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000            | Title II Part A   | School Leaders, Curriculum Director |

### Strategy 2:

Sheltered Instruction Observation Protocol - Cesar Chavez District will incorporate Sheltered Instruction Observation Protocol into their daily lessons, to assist the English Language Learner within the classroom on a consistent basis.

Category: English/Language Arts

Tier: Tier 1

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Cesar Chavez Academy

| Activity - Sheltered Instruction Training that addresses 8 components of SIOP   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| <p>Teachers will attend training in the 8 components of Sheltered Instruction throughout the school year.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>  | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Title II Part A   | School leaders, instructional coaches, ELL coaches                |
| Activity - SIOP Workshops Professional Development  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| <p>We will have a series of four onsite SIOP workshops, as well as attend any off site language and literacy professional development opportunities.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>   | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000           | 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   |
| <p>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.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Monitor, Implementation, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000           | 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   |
| <p>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.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>            | Professional Learning  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$30000           | Title III         | ESL Lead, ESL Coach, principal, instructional coach               |

## District Improvement Plan

Cesar Chavez Academy

| 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.<br><br>Schools: Cesar Chavez High School | Academic Support Program, Direct Instruction, Curriculum Development, Materials | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$20000           | General Fund      | Principal, ESL Lead, Instructional Coach |

### Strategy 3:

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

Research Cited: The Word and the World: Technology Aids English-Language Learners: Maya Payne Smart, December 10, 2008

Preparing ELLs to be 21st-Century Learners: Kristina Robertson

Teaching English-Language Learners: What Does the Research Tell Us?: Sarah D. Sparks

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.<br><br>Schools: Cesar Chavez High School | Technology<br>Supplemental Materials | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$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.<br><br>Schools: Cesar Chavez High School | Technology<br>Supplemental Materials | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$10000           | Title III         | Principal, technology coordinator, ESL teacher, ESL lead |

### Strategy 4:

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

**District Improvement Plan**

Cesar Chavez Academy

and tutoring services

Category: Learning Support Systems

Research Cited: Research on Push-In Versus Pull-Out: Mary Ann Zehr

Content-Based and Sheltered Instruction: Background, Research, and Basics, Joan Johnston Nelson, PhD

Language Acquisition of ELLs Using Push-In Techniques: Ashley Brown

Tier: Tier 2

| 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<br>Schools: Cesar Chavez High School  | Direct Instruction       | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$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<br>Schools: Cesar Chavez High School  | Direct Instruction       | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$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.<br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$100000          | Title I Part A    | Principal                                      |

## Goal 7: All parents of immigrant students in CCA district will increase their participation in parent engagement activities provided by the district.

### Measurable Objective 1:

demonstrate a behavior of learning strategies for helping their students achieve WIDA standards; understand district's academic, social/emotional expectations. by 06/21/2019 as measured by WIDA, local and state assessments.

## District Improvement Plan

Cesar Chavez Academy

### Strategy 1:

Each campus will offer a monthly parent meeting focusing on academic needs of ELL for math and reading. - Instructional staff, along with community partnerships will assist families with tackling barriers to their child's education.

Category: Other - Parental Engagement/Involvement

Research Cited: Detroit Parent Network, Magazines and Articles, MDE Parent Kit

Tier: Tier 1

| Activity - Distribute and present informational materials on academic and social concerns.  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
|---|--|--------|-----------|------------|------------|-------------------|---------------------------|---|
| Monthly themed family events are help to equip families with essential information to help with their child's education and work in partnership with the school.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School                                       | Monitor, Parent Involvement, Professional Learning, Community Engagement | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$67500           | Title III, Title I Part A | Parent Liaison, instructional staff, community partnerships |
| Activity - Parent Liasion   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding         | Staff Responsible   |
| Parent Liasion along with staff and administration will plan weekly, monthly and quarterly meetings and events to inform immigrant parents on initiatives (both academic, community and behaviorally).<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Implementation, Community Engagement                                     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$60000           | Title III, Title I Part A | School leader, administration and Parent Liasion            |

## Goal 8: All English learners in CCA District will improve their English language acquisition annually measured by the WIDA.

### Measurable Objective 1:

23% of English Learners students will demonstrate a proficiency on WIDA and meet the annual AMAO 2 target in English Language Arts by 06/19/2020 as measured by WIDA.

## District Improvement Plan

Cesar Chavez Academy

### Strategy 1:

District will coordinate sustainable and ongoing professional development that aligns the Common Core State Standards with the WIDA standards and online tools that monitors the acquisition of the WIDA standards. - The administrative team will plan regular professional development for instructional staff to ensure alignment of Common Core Standards and the WIDA standards. Staff will be expected to use the rubrics and material from practice released items to prepare students for the WIDA in quality Tier 1 instruction. ELL and instructional coaches will monitor the teaching and mastery of the standards and provide feedback when needed. State and local assessments will be examined to determine areas of weaknesses that may impact students' performance on the WIDA.

Category: Learning Support Systems

Research Cited: MDE website along with data collected from instructional/ELL coaches such as WIDA, Scantron and local assessments in the district

Tier: Tier 1

| Activity - Increase and Provide PD on SIOP and Best Practices for ELL Students  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| District will provide an increase of PDs days with a focus on educating ELL on all levels (servicing and exiting students).<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School  | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000           | Title II Part A   | School leader, ELL coach and instructional coach |
| Activity - Ongoing PD from ELL Coaches  | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
| ELL coaches will present quarterly on SIOP strategies, research and areas of concern for the District in relationship to observations and data that will elevate academic scores for ELL students in the district.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000           | Title III         | ELL coach and administrative team                |

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Cesar Chavez Academy

| Activity - Language and Literacy Trainings   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>Teachers will participate in language and literacy training sessions, after being SIOP trained, to further their knowledge on best practices for all learners, including English Learners. Training will include engagement strategies, academic vocabulary strategies, grouping strategies, and other high-yield instructional strategies.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000           | Title III         | School leader, ELL coach, instructional coach, instructional staff |

### Strategy 2:

Integration of WIDA standards in Quality Tier 1 Instruction - The utilization of WIDA standards will be evident in lesson planning, gradebooks, RTI data and other documents in the school improvement process. In data, grade level, content area and data team meetings, WIDA standards through an item analysis will be discussed and an action plan will be established to teach all WIDA (speaking, reading and writing) cross curricular. Monitoring will take place from leaders, coaches and team leads.

Category: English/Language Arts

Research Cited: MDE website, performance student and teacher data

Tier: Tier 1

| Activity - Daily Use of "Can Do/I Can" Statements  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                      |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|--|
| <p>Instructional Staff will refer to and use WIDA standards to deliver instruction, monitor growth and evaluate teaching strategies.</p> <p>Schools: All Schools</p> | Academic Support Program, Direct Instruction, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional staff and administration |

| Activity - Teachers will include both language and content objectives in their lesson.   | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                |
|--|--|--------|---------|------------|------------|-------------------|---------------------|----------------------------------|
| <p>To assist with mastery of content and promote students understanding of what they are learning and the learning targets, teachers will post language and content objectives in their lessons which helps with integration of SIOP.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Academic Support Program, Direct Instruction, Implementation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Administrative team and teachers |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Monitoring with Walkthroughs and Feedback   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|---|--------|---------------|------------|------------|-------------------|---------------------|---|
| <p>ELL and instructional coaches will complete observations to support the teachers in delivering instruction to ELL learners, suggest the use of SIOP strategies and best practices. This observation will consist of a SIOP checklist to monitor instruction and student learning</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Academic Support Program, Monitor, Implementation, Walkthrough, Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | ELL and instructional coaches                                       |
| Activity - Utilize SIOP strategies consistently in whole group and small group instruction   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>The expectation of staff is that the information presented and distributed from SIOP PD will be used daily and planned for with multiple sources of material to reach all students, with a concentrated effort on ELL students.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>  | Academic Support Program, Direct Instruction  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional staff, administrative, ELL and instructional coaches  |
| Activity - Instructional staff will use of WIDA rubrics across content areas.  | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>WIDA rubrics will be used across all subjects to familiarize students with the expectations of the WIDA test and reach all the 3 AMAO targets.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>   | Direct Instruction, Getting Ready   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional and ELL coach, instructional staff and administration |

### Strategy 3:

District will utilize the RTI process to monitor student performance towards mastering the English Language. - Various forms of academic data will be used to identify what ELL need Tier 2 and Tier 3 support and what interventions will be maximized to increase test scores.

Category: English/Language Arts

Research Cited: RTI network

Tier: Tier 2



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Cesar Chavez Academy

| Activity - Utilize Data from WIDA, local and state assessments   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|---------------|------------|------------|-------------------|-------------------|--|
| Multiple meetings are planned monthly and quarterly to discuss WIDA and other state mandated testing and local assessments and how at what levels are ELL students are performing on ,<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School  | Technology , Academic Support Program, Policy and Process, Direct Instruction, Materials | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$10000           | General Fund      | ELL and Instructional coaches along with school leader and team leads                              |
| Activity - Data team meetings that are designed to inform schools and parents of assessment results and student eligibility for ELL services   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Parents will be notified of their child's need to receive ELL services after teams have met to analysis local and state assessments. The teacher will also be a part of the discussion with the parents to discuss what can be done at home along with additional services at school.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program, Implementation, Teacher Collaboration, Professional Learning   | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$25000           | General Fund      | Administration, teachers, instructional support team, instructional coach                          |
| Activity - Administrators and staff will receive technical support on how to manage and deliver services to ELL students in the RTI process.   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Technical support from outside agencies and consultants will give feedback to staff to promote growth through the RTI process and offer suggestions for improvement for ELL students.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School   | Academic Support Program, Direct Instruction, Implementation, Materials                  | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$35000           | Title II Part A   | Consultant, teachers, instructional support team, administration team, instructional and ELL coach |
| Activity - After School-RTI  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |        |           |            |            |         |                             |  |
|---|---|--------|-----------|------------|------------|---------|-----------------------------|--|
| Teachers will plan and implement after school RTI/MTSS class for students. The classes will center around note-taking skills, organizational skills, time-management, and planning skills for high school students.<br><br>Schools: Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$24500 | Section 31a, Title I Part A | School leader, instructional coach, ELL coach, instructional staff |
|---|---|--------|-----------|------------|------------|---------|-----------------------------|--|

## Goal 9: All English learners will improve their performance in reading and mathematics annually as measured by state annual assessment or local assessment.

### Measurable Objective 1:

80% of English Learners students will demonstrate a proficiency on district's scorecard target in reading and mathematics in English Language Arts by 06/19/2020 as measured by state annual assessment or local assessment.

### Strategy 1:

Teachers will implement the instructional learning cycles as students master the CCSS and the WIDA literacy/ELA standards. - Teachers will actively participate in Instructional Learning Cycles to monitor percentage of students who are mastering the content, complete an item analysis and devise an action plan before retesting. Technical support will be given from WRESA and The Leona Group to instructional staff and administration to complete each cycle effectively and efficiently.

Category: English/Language Arts

Research Cited: State and local assessment data and MDE (ILCs) website/research

Tier: Tier 1

| Activity - Teachers will develop maps and pacing guides, lesson plans focused on the ELA Standards.   | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---|--------|---------|------------|------------|-------------------|---------------------|---|
| Maps and pacing guides will serve as tracking documents to ensure quality and timely instruction for ALL students. They also guide lesson planning with components that support best practices and research based interventions.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program, Monitor, Direct Instruction, Materials, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Administration, school leader, instructional coach and teachers |

| Activity - The district will implement a consistent and rigorous mechanism monitoring the standards and ensuring accountability for ELL performance results. | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |   |        |           |            |            |     |                     |   |
|---|---|--------|-----------|------------|------------|-----|---------------------|---|
| A detailed and document procedure will be recorded to ensure fidelity of monitoring standards through grade book reviews, lesson plans, walkthroughs, RTI/MTSS push in and pull out and SIOP strategies.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Academic Support Program, Policy and Process, Direct Instruction, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | ELL coaches, instructional coaches, administration and teachers |
|---|---|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Staff will receive technical support to ensure implementation with fidelity of ILCs.  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                 |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teaching staff, along administration will receive support from TLG and WRESA to sure ILCs are implemented with fidelity.<br><br>Schools: All Schools | Academic Support Program, Policy and Process, Monitor, Direct Instruction, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$125000          | General Fund      | School leader, instructional coach, WRESA and TLG |

### Strategy 2:

Instructional staff will plan extended learning opportunities for ELL students. - Multiple programs will be planned to give attention to areas of academic weaknesses.

Research and evidence based interventions will be administered to students based on data analysis.

Category: English/Language Arts

Research Cited: MDE, WRESA, local and state assessments, Marzano's research

Tier: Tier 2

| Activity - Intensive Summer School Program  | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding           | Staff Responsible  |
|---|---|--------|---------|------------|------------|-------------------|-----------------------------|--|
| A six week program will be offered to tier 2 and 3 ELL students to focus on math, reading and writing.<br><br>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School | Supplemental Materials, Academic Support Program, Direct Instruction, Materials | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$80000           | Title I Part A, Section 31a | Instructional coach, ELL coach, instructional staff and administration |

## District Improvement Plan

Cesar Chavez Academy

| Activity - Data-Driven After School Tutoring   | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
|--|---|--------|---------|------------|------------|-------------------|--|--|
| <p>After school tutoring will be scheduled for ELL students to reach WIDA and common core standards as well foundational skills that they haven't mastered.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p> | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$57000           | Title I Part A, Section 31a            | Instructional and ELL staff, school leader and instructional coach |
| Activity - ESL Literacy Classes  | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
| <p>ELL students will be placed in classes to support them with Language Acquisition.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>  | Supplemental Materials, Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$77500           | Title III, General Fund                | ELL and instructional coach, instructional and support staff       |
| Activity - Highly Qualified ESL support paraprofessionals  | Activity Type   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
| <p>Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.</p> <p>Schools: Cesar Chavez Academy Elementary, Cesar Chavez Middle School, Cesar Chavez Academy Intermediate, Cesar Chavez High School</p>                        | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$222000          | Section 31a, Title III, Title I Part A | School leader, instructional coach, support staff                  |

### Strategy 3:

All teachers will use best practices to increase mastery in reading and mathematics. - Teachers will employ many techniques and strategies to increase mastery in ALL students.

Category: Mathematics

Research Cited: Marzano's research, RTI network, MDE, WRESA, articles and book studies, professional development sessions

Tier: Tier 1

## District Improvement Plan

Cesar Chavez Academy

| Activity - All teachers will use, refer to and update word walls.  | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Teachers will use word walls to build vocabulary.<br>Schools: All Schools  | Monitor, Direct Instruction, Walkthrough   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$650             | General Fund      | Teachers, instructional staff, instructional and ELL coach             |
| Activity - Teachers will use graphic organizers, such as the Frayer Model to introduce content vocabulary.   | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers will use many graphic organizers to help with comprehend of content.<br>Schools: All Schools  | Monitor, Direct Instruction, Implementation, Materials   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$650             | General Fund      | Teachers, instructional and ELL coach, administration                  |
| Activity - All classrooms will utilize close and critical reading strategies when reading content material.  | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Teachers will receive PD on close and critical reading strategies and are expected to use them in weekly classroom instruction and planning for whole group and small group.<br>Schools: All Schools | Academic Support Program, Monitor, Direct Instruction  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$550             | General Fund      | Instructional staff, instructional coach, administration and ELL coach |
| Activity - Continuous planning of professional development sessions focused on quality instruction and best practices by administration.   | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Staff will engage in a series of PD that expounds on best practices.<br>Schools: All Schools   | Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$35000           | Title II Part A   | School leader and instructional coach                                  |

## Goal 10: All students will be provided pathways to College and Career Readiness.

### Measurable Objective 1:

30% of All Students will achieve college and career readiness through experience and enrollment in AP-style courses in English Language Arts by 06/19/2020 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 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.

**District Improvement Plan**

Cesar Chavez Academy

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.<br>Schools: Cesar Chavez High School | Direct Instruction, Career Preparation /Orientation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | General Fund      | 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 2018(19).<br>Schools: Cesar Chavez High School | Evaluation    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional coach and AP teachers |

| 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.<br>Schools: Cesar Chavez High School | Monitor, Implementation, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional coach and AP teachers |

**Measurable Objective 2:**

30% of All Students will achieve college and career readiness through experience and enrollment in AP-Style courses in Mathematics by 06/29/2018 as measured by enrollment numbers in math 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

## District Improvement Plan

Cesar Chavez Academy

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 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.<br>Schools: Cesar Chavez High School | Direct Instruction, Career Preparation /Orientation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000            | General Fund      | 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                   |



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|   |            |        |           |            |            |     |                     |                                     |
|---|------------|--------|-----------|------------|------------|-----|---------------------|-------------------------------------|
| 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 2018(19).<br>Schools: Cesar Chavez High School | Evaluation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | No Funding Required | Instructional coach and AP teachers |
|---|------------|--------|-----------|------------|------------|-----|---------------------|-------------------------------------|

| 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.<br>Schools: Cesar Chavez High School | Monitor, Implementation, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional coach and AP teachers |

### Measurable Objective 3:

30% of All Students will achieve college and career readiness through experience and enrollment in AP-style courses in Social Studies by 06/29/2018 as measured by enrollment numbers in social studies 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 total of 275,864 low-income graduates in the class of 2013 took at least one AP Exam during high

## District Improvement Plan

Cesar Chavez Academy

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.<br>Schools: Cesar Chavez High School                                 | Direct Instruction, Career Preparation /Orientation | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000            | General Fund        | 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 2018(19).<br>Schools: Cesar Chavez High School | Evaluation  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional coach and AP teachers |
| 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.<br>Schools: Cesar Chavez High School  | Monitor, Implementation, Materials                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional coach and AP teachers |

### Measurable Objective 4:

30% of All Students will achieve college and career readiness through experience and enrollment in AP-style courses in Science by 06/29/2018 as measured by enrollment numbers in science 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 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 |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## District Improvement Plan

Cesar Chavez Academy

|   |   |        |           |            |            |                   |                     |                                     |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|-------------------------------------|
| Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science.<br>Schools: Cesar Chavez High School                                 | Direct Instruction, Career Preparation /Orientation | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000            | General Fund        | 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 2018(19).<br>Schools: Cesar Chavez High School | Evaluation  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional coach and AP teachers |
| 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.<br>Schools: Cesar Chavez High School  | Monitor, Implementation, Materials                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional coach and AP teachers |

### Measurable Objective 5:

10% of All Students will collaborate to enroll in the Robotics Program and compete at the state level in Career & Technical by 06/29/2018 as measured by the completion of a robotics project.

### 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](http://first.wpi.edu/Images/CMS/First/2007CON_Students_Attitudes_Toward_Science_Lundy.pdf)

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Tier: Tier 1

| 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.<br><br>Schools: Cesar Chavez High School | Technology , Extra Curricular, Field Trip, Career Preparation /Orientation , Community Engagement | Tier 1 | Implement | 01/01/2020 | 05/29/2020 | \$5000            | Other             | Instructional staff |

| 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.<br><br>Schools: Cesar Chavez High School | Supplemental Materials, Extra Curricular, Field Trip, Career Preparation /Orientation | Tier 1 | Implement | 01/01/2020 | 05/29/2020 | \$5000            | Other             | Instructional staff |

### Measurable Objective 6:

80% of All Students will achieve college and career readiness through attending after school programs and activities in Career & Technical by 06/29/2018 as measured by attendance in one or more after school program.

**Strategy 1:**

After School Activities - The more students engage with after school activities because participation in after-school 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.

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Tier: Tier 1

| Activity - Trade School Activities  | Activity Type                               | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|---------------------|
| An instructor will take students to different trade schools through monthly field trips.<br>Schools: Cesar Chavez High School | Field Trip, Career Preparation /Orientation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | No Funding Required | Instructional staff |

## District Improvement Plan

Cesar Chavez Academy

| 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.<br><br>Schools: Cesar Chavez High School | Extra Curricular                       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$15000           | General Fund      | 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.<br><br>Schools: Cesar Chavez High School  | Extra Curricular, Community Engagement | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500             | General Fund      | Instructional staff           |

## Goal 11: All homeless students will engage in all Title 1A Services to increase support in order to achieve academically and behaviorally.

### Measurable Objective 1:

80% of Homeless students will demonstrate a proficiency on all formative and quarterly summative assessments, statewide and local test such as NWEA, MSTEP, and SAT in Reading by 06/19/2020 as measured by DRA running records, attendance data, classwork, MSTEP, RTI data, NWEA and PBIS data.

### Strategy 1:

Mc-Kinney Veto Liaison - McKinney-Vento students will be monitored closely and receive additional support through grants to ensure they are provided assistance. The Liaison will familiarize themselves with the laws, compliance and resources available to aid our homeless population.

Category: Learning Support Systems

Research Cited: MDE

Tier: Tier 1

| Activity - Professional Development/Learning  | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible         |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---------------------------|
| School personnel such as the parent liaison and social worker who serve as the MV Liaison will participate in regular professional learning sessions.<br><br>Schools: All Schools | Academic Support Program, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Title II Part A   | School Leader, MV Liaison |

**District Improvement Plan**

Cesar Chavez Academy

| Activity - Timely Assistance for Homeless students   | Activity Type                                  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible            |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|------------------------------|
| The school and liaison must ensure the time and capacity of the liaison to perform required duties. In addition, to ensure unaccompanied Homeless Youth are immediately enrolled and informed of independent status FAFSA, as well as providing verification of that status.<br><br>Schools: All Schools | Academic Support Program, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | Section 31a       | School leader and MV Liaison |



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

| Activity Name                             | Activity Description   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|--|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Marzano Professional Development Sessions | Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.   | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | School leader, instructional coach, support staff and instructional staff |
| Increase Levels of Engagement             | Students mastery levels will increase with the intentional planning of engagement strategies taught through PLCs and professional developments. Students and teachers will use graphic organizers when modeling and displaying mastery. Students will utilize problem solving skills across all subjects including reading, writing, science, social studies, math and health as well. Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations. | Direct Instruction    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000            | School leader, instructional coach, instructional staff                   |
| Make Connections to Real Life Application | Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.   | Technology            | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2500            | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

Cesar Chavez Academy

|   |  |  |        |           |            |            |        |   |
|---|--|--|--------|-----------|------------|------------|--------|---|
| Professional development / PLC          | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. CCA uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom. | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$500  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for m  |
| Professional development / PLC for MTSS | Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.     | Professional Learning  | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$350  | The districts administrative team(school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for facilitating professional development workshop. |
| Academic Vocabulary                     | Teachers will incorporate academic vocabulary into daily lessons across all content areas.   | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000 | Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers   |

## District Improvement Plan

Cesar Chavez Academy

|  |  |   |        |               |            |            |         |  |
|--|--|---|--------|---------------|------------|------------|---------|--|
| All classrooms will utilize close and critical reading strategies when reading content material. | Teachers will receive PD on close and critical reading strategies and are expected to use them in weekly classroom instruction and planning for whole group and small group. | Academic Support Program, Monitor, Direct Instruction                           | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$550   | Instructional staff, instructional coach, administration and ELL coach   |
| Identify new ESL curriculum  | Identify a new curriculum to be used with English Language Learners in ESL class.  | Academic Support Program, Direct Instruction, Curriculum Development, Materials | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$20000 | Principal, ESL Lead, Instructional Coach   |
| Extended Learning  | All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via PLATO program.                                      | Technology, Academic Support Program  | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$50000 | General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader |
| Collaboration with District Director of Compliance   | Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.   | Academic Support Program, Policy and Process, Curriculum Development            | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0     | School leader, instructional coach and district director of compliance   |
| 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.                                   | Direct Instruction, Career Preparation /Orientation                             | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000  | Instructional coach and AP teachers  |

## District Improvement Plan

Cesar Chavez Academy

|  |  |  |        |          |            |            |        |   |
|--|--|--|--------|----------|------------|------------|--------|---|
| Use of Multiple Resources to Increase DI and Mastery | Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills. Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success. After data analysis and feedback from parents, students and staff, multi-leveled resources will be purchased, monitored and evaluated to elevate scores in all content areas. | Direct Instruction                         | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$3000 | School leader, instructional coach, instructional staff                                       |
| Data Collection and Feedback                         | A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.   | Monitor, Teacher Collaboration, Evaluation | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$0    | School leader, instructional coach, administration team, support staff                        |
| Academic Vocabulary                                  | Teachers will incorporate academic vocabulary into daily lessons   | Academic Support Program                   | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$1000 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |
| More Focus and Emphasis on Science in ELA            | Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).   | Direct Instruction                         | Tier 1 | Evaluate | 08/01/2019 | 06/30/2020 | \$1200 | School leader, instructional coach, support staff and instructional staff                     |
| Technology Professional Development                  | Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.   | Professional Learning                      | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$5000 | School leader, instructional coach, support staff and instructional staff                     |

## District Improvement Plan

Cesar Chavez Academy

|   |  |  |        |               |            |            |         |   |
|---|--|--|--------|---------------|------------|------------|---------|---|
| Data team meetings that are designed to inform schools and parents of assessment results and student eligibility for ELL services | Parents will be notified of their child's need to receive ELL services after teams have met to analysis local and state assessments. The teacher will also be a part of the discussion with the parents to discuss what can be done at home along with additional services at school.  | Academic Support Program, Implementation, Teacher Collaboration, Professional Learning | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$25000 | Administration, teachers, instructional support team, instructional coach |
| Sports  | Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.   | Extra Curricular   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$15000 | Athletic director and coaches   |
| Best Practice Instruction/Marzano   | CCA will use Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$500   | School leader, instructional coach, support staff and instructional staff |
| Technology Professional Development   | Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.   | Technology, Professional Learning  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff |
| Science Fair  | All students in grades K-12 will complete a science fair project focusing on the Scientific Process.   | Direct Instruction   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$500   | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

Cesar Chavez Academy

|  |  |   |        |               |            |            |         |   |
|--|--|---|--------|---------------|------------|------------|---------|---|
| Off Campus Experiences/Field Trips                     | Trips connected to the Next Generation Science Standards/Michigan Science Standards will be taken monthly to help students connect to real life with increases mastery. Students will have a hands on experience to state standards by participating in field trips. | Field Trip  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff |
| Purchase Materials Aligned to the Curriculum           | The schools will purchase ELA materials that align with the CCSS and the CCA curriculum.   | Curriculum Development, Materials   | Tier 1 |               | 08/01/2019 | 06/30/2020 | \$0     | District leadership team  |
| All teachers will use, refer to and update word walls. | Teachers will use word walls to build vocabulary.  | Monitor, Direct Instruction, Walkthrough  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$650   | Teachers, instructional staff, instructional and ELL coach                |
| Utilize Data from WIDA, local and state assessments    | Multiple meetings are planned monthly and quarterly to discuss WIDA and other state mandated testing and local assessments and how at what levels are ELL students are performing on   | Technology, Academic Support Program, Policy and Process, Direct Instruction, Materials | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$10000 | ELL and Instructional coaches along with school leader and team leads     |
| Use of Leveled Readers to Increase Reading Skills      | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.   | Academic Support Program  | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$3000  | School leader, instructional coach, support staff and instructional staff |
| Make Connections to Real Life Application              | Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.   | Technology  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$2500  | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

Cesar Chavez Academy

|   |   |   |        |           |            |            |         |   |
|---|---|---|--------|-----------|------------|------------|---------|---|
| Utilize Assisted Technology                                     | To prepare students with Career and College Readiness, review prerequisite skills, address areas of deficient, increase engagement and incorporate technology into daily activities, technology will be a focus in upholding our mission of IGNITE. EDUCATE. EXCEL. Elmo projectors and smart boards are a part of lesson planning to model, present and review material. Laptop cart are available to all grades and twice a week students are expected to practice skills at their level on IXL, StudyIsland, Raz-Kids, etc. will be used in various forms to engage the learners and meet them at their ability level. | Technology, Supplemental Materials  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$50000 | School leader, instructional coach and staff  |
| Academic Vocabulary   | Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and prerequisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.  | Direct Instruction  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1000  | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| Club Cultural Learning Upon Experience (CLUE)                   | Students will engage multiple cultures through field trips.   | Extra Curricular, Community Engagement  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | Instructional staff   |
| ESL Literacy Classes  | ELL students will be placed in classes to support them with Language Acquisition.   | Supplemental Materials, Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$65000 | ELL and instructional coach, instructional and support staff                                    |
| Professional Development on Parental and Community Relationship | Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.  | Parent Involvement, Professional Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | School leader, district director of compliance, instructional coach and support staff           |

## District Improvement Plan

Cesar Chavez Academy

|   |   |  |        |           |            |            |         |  |
|---|---|--|--------|-----------|------------|------------|---------|--|
| Weekly Hands On Activities  | There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.   | Direct Instruction                                     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000 | School leader, instructional coach, support staff and instructional staff                    |
| Off Campus Experiences/Field Trip   | Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.  | Field Trip   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, coach and staff   |
| Utilize the LEADS System  | The district will utilize the LEADS System within PowerSchool, in order to collect and disaggregate student behavior data.  | Technology, Policy and Process, Materials              | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2000  | School leaders, support staff  |
| Increase Bandwidth  | Increase bandwidth in every building to increase wireless capacity.   | Technology   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The school leaders are responsible for working with the tech team to increase the bandwidth. |
| Subscriptions to Various Resources  | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.                           | Materials  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1500  | School leader, instructional and support staff and instructional coach                       |
| Teachers will use graphic organizers, such as the Frayer Model to introduce content vocabulary. | Teachers will use many graphic organizers to help with comprehend of content.   | Monitor, Direct Instruction, Implementation, Materials | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$650   | Teachers, instructional and ELL coach, administration  |
| Quarterly Presentations and Projects  | Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc | Direct Instruction                                     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach and instructional/support staff                           |



## District Improvement Plan

Cesar Chavez Academy

|  |  |  |        |           |            |            |          |   |
|--|--|--|--------|-----------|------------|------------|----------|---|
| Intervention Materials   | Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency. These will include: Reading games, manipulatives, leveled readers and various leveled materials, Audio books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.  | Academic Support Program   | Tier 3 | Monitor   | 08/01/2019 | 06/30/2020 | \$2500   | Administration, instructional coach, support staff                        |
| Science Experiments and Supplemental Science Materials                               | Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards. There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction. 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. | Direct Instruction, Materials  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000  | School leader, instructional coach, support staff and instructional staff |
| Staff will receive technical support to ensure implementation with fidelity of ILCs. | Teaching staff, along administration will receive support from TLG and WRESA to sure ILCs are implemented with fidelity.   | Academic Support Program, Policy and Process, Monitor, Direct Instruction, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$125000 | School leader, instructional coach, WRESA and TLG                         |
| Academic Vocabulary  | Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step and NWEA. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.                    | Direct Instruction   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000   | All teachers, instructional support staff                                 |

## District Improvement Plan

Cesar Chavez Academy

|                                      |  |                    |        |         |            |            |         |   |
|--------------------------------------|--|--------------------|--------|---------|------------|------------|---------|---|
| Quarterly Presentations and Projects | Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc  | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000  | School leader, instructional coach, support staff and instructional staff |
| Best Practice Instruction/Marzano    | CCA will use Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000  | School leader, instructional coach, support staff and instructional staff |
| 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 | 08/01/2019 | 06/30/2020 | \$75000 | Principal, ESL coach/lead, instructional coach                            |

### Title I School Improvement (ISI)

| Activity Name       | Activity Description  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---------------------|---|--------------------|--------|---------|------------|------------|-------------------|---|
| New Technology      | To ensure effective integration of technology, interactive boards and the technology to effectively 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 | Monitor | 08/01/2019 | 06/30/2020 | \$50000           | School leader, instructional coach, support staff and 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 | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$3000            | All Math Instructors  |

## District Improvement Plan

Cesar Chavez Academy

|  |  |   |        |           |            |            |         |   |
|--|--|---|--------|-----------|------------|------------|---------|---|
| Curriculum Alignment to CCSS                         | The staff will use the TLG Pacing Guides, and curriculum resources such as Curriculum Crafter and Atlas Rubicon, to support the implementation of the Cesar Chavez curriculum aligned to the Common Core State Standards (CCSS).                           | Curriculum Development, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3000  | The district's administrative team (school leaders, instructional coaches, ELL coaches, director of compliance) are responsible for purchasing this resource. |
| Writing Across the Content Areas                     | Writing curriculum and materials to teach and implement strategies across content area<br>Professional development for instructional staff to improve the amount and rigor of writing across content areas   | Direct Instruction                            | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$15000 | Instructional staff, instructional coaches, school leaders, and support staff   |
| Assessing Reading Proficiency                        | 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. | Monitor                                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | All English Language Arts Instructors   |
| Close and Critical Reading Lessons in Social Studies | 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   | 08/01/2019 | 06/30/2020 | \$3000  | All Social Studies teachers   |
| PD on Reading and Writing Across the Curriculum      | Continued professional development for all involved in teaching reading and writing strategies to increase the use of writing across the curriculum  | Professional Learning                         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | Instructional staff, instructional coaches, school leaders, and support staff   |
| Professional Development on Close & Critical Reading | Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the mathematics classroom.  | Professional Learning                         | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3000  | All Math Instructors and Support Staff  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |  |        |         |            |            |       |  |
|---|---|--|--------|---------|------------|------------|-------|--|
| 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.  | Direct Instruction, Curriculum Development, Evaluation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500 | All Math Instructors   |
| 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 | 08/01/2019 | 06/30/2020 | \$500 | School leader, instructional coach, instructional staff, support staff |
| Implementation of the SIOP model                  | Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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. | Direct Instruction, Implementation                     | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500 | School leader, instructional coach, instructional staff, support staff |
| 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.  | Monitor, Direct Instruction, Evaluation                | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500 | All Science Instructional Staff  |

### Title I Part C

| Activity Name                                       | Activity Description  | Activity Type                                | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---|---|--|--------|---------|------------|------------|-------------------|--|
| Title I Teachers-Data Driven Targeted Interventions | Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, MTSS materials to support small group instruction, Computer-based Reading programs | Academic Support Program, Direct Instruction | Tier 3 | Monitor | 08/01/2019 | 06/30/2020 | \$164863          | Administration, district director of compliance, Instructional Coach, Teachers, Title I teachers |

**District Improvement Plan**

Cesar Chavez Academy

**Title I Part A**

| Activity Name  | Activity Description   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|--|---|--------|---------------|------------|------------|-------------------|---|
| Student Engagement                                     | Teachers will receive professional development on engagement strategies which will be incorporated into their lesson plans and delivery. Classroom participation and mastery will increase from increased levels of engagement.  | Supplemental Materials, Direct Instruction  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$25000           | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| Incentives to address (Chronic Absentism)              | Incentives will be chosen in order to reduce the chronically absent students in our district which is increasing at high percentages.  | Parent Involvement, Materials, Other - Monetary Incentives, field trips, uniforms, etc, Getting Ready, Community Engagement | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000            | School leader, truancy officer, social worker and selected staff                                |
| Science Experiments and Supplemental Science Materials | Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards. There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction. 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. | Direct Instruction, Materials   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$6000            | School leader, instructional coach, support staff and instructional staff                       |

## District Improvement Plan

Cesar Chavez Academy

|                             |  |                                      |        |           |            |            |         |   |
|-----------------------------|--|--------------------------------------|--------|-----------|------------|------------|---------|---|
| Walk-Throughs               | Instructional coaches, District ELL coaches, District Director of Compliance, and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walk-Throughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported. Daily, Weekly and Monthly walk-throughs will be used as a form of data to measure success of various components of learning. | Walkthrough, Professional Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$60000 | School leader, instructional staff, instructional coach and District Director of Compliance                         |
| Parent Liasion              | Parent Liasion along with staff and administration will plan weekly, monthly and quarterly meetings and events to inform immigrant parents on initiatives (both academic, community and behaviorally).   | Implementation, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$45000 | School leader, administration and Parent Liasion  |
| Data Analysis of Curriculum | The director of compliance, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.  | Technology, Curriculum Development   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$90000 | The director of compliance, the school instructional coaches and school leaders are responsible for analyzing data. |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|--------------------------|--------|-----------|------------|------------|----------|---|
| Effective and Ongoing Data Analysis                 | <p>FocalPointK12, 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.</p> <p>The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results. FocalPointK12, or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.</p> | Technology, Monitor      | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$75000  | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| ELL Paraprofessional Classroom Push-In and Pull-Out | Paraprofessionals provide language interventions within the general education classroom as well as in small group setting and/or one-to-one.  | Academic Support Program | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers    |
| Data Analysis                                       | Instructional coaches, District ELL coaches and district director of compliance will analyze building level data by grade and content to assist in planning instruction   | Professional Learning    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000   | The district administrative team  |
| After School Tutoring                               | After school program will use various sources of data to provide research and evidence based interventions.   | Academic Support Program | Tier 2 |           | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, support staff and instructional staff                       |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|-------------------------------|--------|-----------|------------|------------|--------|---|
| Dia De La Mujer Conference  | Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.   | Parent Involvement            | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$750  | School leader   |
| Science Experiments and Supplemental Science Materials            | Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards. There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction. 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. | Direct Instruction, Materials | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000 | School leader, instructional coach, support staff and instructional staff |
| Professional Development- Best Practice and High Yield Strategies | Teachers will participate in professional development to continue enhancing their craft. Professional development will target best practices in math- such as math talk, Marzano, Guided Math  | Professional Learning         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000 | administrative team, instructional coach                                  |
| Science A-Z   | Science A-Z web-based program to support with informational text and inquiry based science experiments.  | Academic Support Program      | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2500 | School leader, instructional coach, support staff and instructional staff |
| Off Campus Experiences/Field Trips                                | Trips connected to the Next Generation Science Standards/Michigan Science Standards will be taken monthly to help students connect to real life with increases mastery. Students will have a hands on experience to state standards by participating in field trips.   | Field Trip                    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3500 | School leader, instructional coach, support staff and instructional staff |



## District Improvement Plan

Cesar Chavez Academy

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|---|--|--|--------|---------|------------|------------|---------|--|
| Data Coach  | The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.  | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000 | School leader, data coach  |
| After School Study Skills                                 | Identify students that are at risk in language arts for after school support on targeted skills.   | Academic Support Program   | Tier 3 | Monitor | 08/01/2019 | 06/30/2020 | \$11000 | School leader, coach, teachers and highly qualified aides            |
| Utilize Data Coach  | The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities. The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction. | Academic Support Program, Monitor                                      | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$60000 | School leader, instructional coach, data coach                       |
| Increase Use of Research and Evidence Based Interventions | Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.  | Direct Instruction   |        | Monitor | 08/01/2019 | 06/30/2020 | \$3000  | School leader, coach and instructional staff                         |
| Computer Applications                                     | Students will use computer software programs (IXL, Study Island, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.  | Technology   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$7400  | Classroom teachers, instructional support staff, instructional coach |

## District Improvement Plan

Cesar Chavez Academy

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|--------------------------------|--|--|--------|-----------|------------|------------|---------|---|
| Utilize Technology             | Students will use computer software programs (IXL, Study island, FocalPointK12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction. | Technology                               | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$7400  | School leadership, instructional leadership team, instructional staff, support staff, technology leadership   |
| Monitor Strategy               | The instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students.   | Monitor                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$30000 | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis. |
| Summer School Program          | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in mathematics. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school  | Academic Support Program, Implementation | Tier 2 | Implement | 06/03/2019 | 08/30/2019 | \$47700 | School leader, instructional coach, instructional staff   |
| Parent Involvement Coordinator | Parent Involvement Coordinators will work within buildings to build effective parent relationships to further gain parental involvement with the school and community. They will also further build parent knowledge and capacity.   | Parent Involvement                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$50000 | School Leaders, parent involvement coordinators   |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|----------------------------|--------|-----------|------------|------------|---------|---|
| Anti-bullying                                     | CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence. | Behavioral Support Program | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader   |
| Bi-Weekly Curriculum Briefing for ELA             | Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.  | Parent Involvement         | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2150  | Coach, leader, parent liaison, and instructional staff  |
| Summer School Program                             | Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies and personnel to support instruction.   | Academic Support Program   | Tier 2 | Monitor   | 07/01/2020 | 08/31/2020 | \$51000 | School leader, instructional coaches and teachers.  |
| Reading Interventions                             | Reading intervention classes are monitored by a reading interventionist that also provides intensive reading interventions to identified at-risk students.  | Academic Support Program   | Tier 3 | Evaluate  | 08/01/2019 | 06/30/2020 | \$40000 | The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff |
| Parental Involvement Activities and Resources     | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.   | Parent Involvement         | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$28940 | School leader, instructional coach, consultant, and teachers.   |
| Close and Critical Reading and Writing Strategies | Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).   | Direct Instruction         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$4000  | Instructional staff, instructional coaches, school leaders  |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|------------------------------------|--------|-----------|------------|------------|----------|---|
| ELL Coach                                    | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback   | Monitor, Walkthrough               | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instruction coaches, ELL coaches  |
| SIOP Professional Development                | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).  | Professional Learning              | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$14000  | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| Utilize Software Licenses to Engage Learners | Students will use Learning AtoZ.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (Lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction                              | Technology                         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5200   | School leader, coach, teachers and support staff  |
| After School Tutoring                        | After school program will use various sources of data to provide research and evidence based interventions. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. | Academic Support Program           | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000  | School leader, instructional coach, instructional staff, support staff  |
| Data Analysis of Curriculum                  | The district administrative team will review data from the progress monitoring tools: Study Island, NWEA, Fast math, and the SAT test and district formative and summative assessments. District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.        | Technology, Curriculum Development | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$120000 | The districts administrative team are responsible for monitoring student performance data.  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                          |        |           |            |            |          |  |
|---|---|--------------------------|--------|-----------|------------|------------|----------|--|
| Hire or retain additional support staff | The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process. | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$333889 | School leaders are responsible for hiring staff.   |
| Monitor Strategy                        | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies using common walk through tools.   | Monitor                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$240000 | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies on a daily basis. |
| 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   | 08/01/2019 | 06/30/2020 | \$40000  | The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff  |

## District Improvement Plan

Cesar Chavez Academy

|   |  |  |        |           |            |            |          |   |
|---|--|--|--------|-----------|------------|------------|----------|---|
| Purchase Progress Monitoring Tools                | The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Moby Max, NWEA to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level. | Technology , Academic Support Program, Monitor | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$60000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for purchasing the tools needed for the MTSS programs. |
| Bilingual paraprofessional support                | Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.   | Academic Support Program                       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$100000 | Principal   |
| Purchase additional resources to support Rtl / DI | The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math.                                    | Technology                                     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$87500  | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for researching , recommending and the purchase of additional resource materials.        |

**District Improvement Plan**

Cesar Chavez Academy

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|--|---|---|--------|---------|------------|------------|---------|---|
| Intensive Summer School Program                | A six week program will be offered to tier 2 and 3 ELL students to focus on math, reading and writing.  | Supplemental Materials, Academic Support Program, Direct Instruction, Materials | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$15000 | Instructional coach, ELL coach, instructional staff and administration        |
| 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 1 | Monitor | 08/01/2019 | 06/30/2020 | \$50000 | Instructional staff, instructional coaches, school leaders, and support staff |
| Highly Qualified ESL support paraprofessionals | Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.                               | Academic Support Program, Monitor, Direct Instruction                           | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$52000 | School leader, instructional coach, support staff                             |
| Graphic Organizers                             | Students and teachers will use graphic organizers when modeling and displaying mastery. These graphic organizers will be used weekly.                           | Direct Instruction  | Tier 1 |         | 08/01/2019 | 06/30/2020 | \$1000  | Instructional staff, instructional coach, school leader                       |

## District Improvement Plan

Cesar Chavez Academy

|  |   |  |        |           |            |            |         |  |
|--|---|--|--------|-----------|------------|------------|---------|--|
| Hire or retain additional support staff                      | The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach, ELL Coordinators) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. 31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills. 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and Rtl. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support. | Academic Support Program                               | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$75000 | The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district director of Compliance ) are responsible for hiring staff to support the Rtl program. |
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. This software will be utilized by teachers and students to help in understand material to reach mastery on assessments.  | Technology   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1500  | School leader, instructional coach, support staff and instructional staff  |
| Weekly Use of Evidence Based Software Licenses               | Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.  | Technology, Supplemental Materials, Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional staff, teachers, support staff  |
| Professional Development for Teacher Evaluation Platform     | The administrative team will require professional development on the teacher/administration framework and the data collection tool.   | Professional Learning                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | Administrative Team  |



## District Improvement Plan

Cesar Chavez Academy

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|---|---|------------------------------|--------|-----------|------------|------------|----------|---|
| 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   | 08/01/2019 | 06/30/2020 | \$135000 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |
| 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 | Monitor   | 08/01/2019 | 06/30/2020 | \$2000   | School Leader, Home-Community Liaison, General Education Staff, and Support Staff             |
| Off campus learning                               | Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.  | Extra Curricular, Field Trip | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500   | The school leaders and instructional coaches are responsible for this activity.               |
| ELL Summer School Program                         | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school | Academic Support Program     | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$2500   | School leaders, instructional coach, instructional staff.                                     |
| Off campus learning                               | Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.  | Extra Curricular, Field Trip | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3255   | The school leaders and instructional coaches are responsible for this activity.               |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|---|--------|-----------|------------|------------|---------|---|
| Handwriting Without Tears Program                 | Handwriting without tears will enhance our writing curriculum through developmentally appropriate, multisensory approach to handwriting instruction which will build the strong foundation to becoming strong writers.         | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1200  | School leader, teacher, instructional coach   |
| Curriculum Alignment Professional Development     | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum to the Common Core State Standards and the instruction and assessment outlined in the (QSIP). | Professional Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$4000  | The district's administrative team (school leaders, instructional coaches, ELL coach, district director of compliance)  |
| Professional Development                          | Teachers will be provided with ongoing professional development on the technology resources purchased in the district.   | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for facilitating professional development workshops |
| Use of Leveled Readers to Increase Reading Skills | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.                                     | Supplemental Materials, Materials                                     | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$2000  | School leader, instructional staff and coach  |

## District Improvement Plan

Cesar Chavez Academy

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|---------------------------------------|--|---|--------|-----------|------------|------------|---------|---|
| Data-Driven After School Tutoring     | After school tutoring will be scheduled for ELL students to reach WIDA and common core standards as well foundational skills that they haven't mastered.   | Academic Support Program, Monitor, Direct Instruction | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$35000 | Instructional and ELL staff, school leader and instructional coach                              |
| Monthly Reading Events and Activities | Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.  | Parent Involvement                                    | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$6500  | School leader, instructional coach, staff   |
| After School Events                   | After school events such as literacy night, math night, and science night that will engage families will instructional activities and strategies that can be done at home. Students will be able to take home manipulative materials, books, and learning games to bridge the home/school connection.  | Parent Involvement                                    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1500  | administrative team, teachers, support staff  |
| Effective and Ongoing Data Analysis   | <p>FocalPointK-12, 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.</p> <p>The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results. FocalPointK-12 or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.</p> | Technology, Monitor                                   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$75000 | Instructional staff, instructional coaches, school leaders, and district director of compliance |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |         |            |            |         |   |
|---|--|---|--------|---------|------------|------------|---------|---|
| More Focus and Emphasis on History, Timelines and Biographies | Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text).                              | Direct Instruction                              | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$500   | School leader, instructional coach, support staff and instructional staff |
| Use Software Licenses to Increase Engagement and Visualizing  | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.   | Technology                                      | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1500  | School leader, instructional coach, support staff and instructional staff |
| Subscriptions to Various Resources                            | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.  | Materials                                       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$3000  | School leader, instructional coach, support staff and instructional staff |
| Credit Recovery   | Students will receive additional support and opportunities to make up credit for classes required for graduation through an online credit recovery program.  | Academic Support Program                        | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$20000 | Title I staff<br>General education staff<br>Instructional coach           |
| Daily Response To Intervention Time                           | From 2-3 daily students are grouped based off DRA, StudyIsland, NWEA, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.   | Academic Support Program                        | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff |
| Monitoring Best Practice Reading & Writing Instruction        | Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations. | Monitor, Walkthrough                            | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$68393 | Instructional coach and school leader                                     |
| Data Coach  | The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.  | Academic Support Program, Teacher Collaboration | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$20000 | School Leader, Data Coach   |

## District Improvement Plan

Cesar Chavez Academy

|  |   |  |        |           |            |            |          |   |
|--|---|--|--------|-----------|------------|------------|----------|---|
| 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.  | Academic Support Program, Implementation                               | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers. |
| 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 | Monitor   | 08/01/2019 | 06/30/2020 | \$150000 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |
| Parent Newsletter Subscriptions                      | Subscriptions to newsletters for parents to support the home/school connection and support parents with added strategies  | Parent Involvement   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$500    | administrative team, community liaison  |
| Kinder Summer Institute                              | Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.                     | Academic Support Program   | Tier 1 | Monitor   | 06/03/2019 | 08/30/2019 | \$23000  | School leader, instructional coach, instructional 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. | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$40000  | School Leader, instructional coach  |
| Utilize Technology/Hardware in the Classroom         | Students will use iPads, laptops, desktops, NEOS, audio players, and other hardware to increase mastery and work at their ability level to address the gap in achievement.                                    | Technology   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000  | School leader, coach, teachers and support staff  |

**District Improvement Plan**

Cesar Chavez Academy

|                    |  |                                   |        |         |            |            |         |   |
|--------------------|--|-----------------------------------|--------|---------|------------|------------|---------|---|
| Utilize Data Coach | The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities. The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction. | Academic Support Program, Monitor | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000 | School leader, instructional coach, data coach  |
| Parent Meetings    | The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success. 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 | Monitor | 08/01/2019 | 06/30/2020 | \$2000  | School leadership, instructional leadership team, instructional staff, support staff, office staff, School Home-Community Liaison, General Education Staff, and Support Staff |

**District Improvement Plan**

Cesar Chavez Academy

|   |  |                                    |               |                  |                   |                   |               |  |
|---|--|------------------------------------|---------------|------------------|-------------------|-------------------|---------------|--|
| <p>Teaching the Common Core State Standards</p> | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), This will be accomplished by using a rigorous lesson planning model. This model will be used to translate the standards into learning. By focusing on continuous improvement, the staff will employ exemplary practices that will increase learning and achievement. Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.</p> <p>The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop student learning maps that provide a focus for teacher planning and clearly communicate the expected learning to students.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will create student learning maps. These maps will be derived from the academy's standards driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the student learning maps will provide a consistent access to the standards and the curriculum throughout the school. This activity will be monitored by the instructional coach, district coordinator of student learning, and the school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them. This will require an online observation tool/app to record observations, transmit feedback, and generate data.</p> | <p>Monitor, Direct Instruction</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$6000</p> | <p>Instruction staff, instructional coaches, school leaders, district director of compliance</p> |
|---|--|------------------------------------|---------------|------------------|-------------------|-------------------|---------------|--|

## District Improvement Plan

Cesar Chavez Academy

|   |  |                                     |        |           |            |            |         |  |
|---|--|-------------------------------------|--------|-----------|------------|------------|---------|--|
| Distribute Literature to Inform Parents on ELA Strategies | Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.  | Parent Involvement                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1500  | School leader, instructional coach and instructional and support staff   |
| Assistance from Agencies to Present to Families           | Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.   | Parent Involvement                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3500  | School leader, instructional coach, contractual services and staff   |
| Purchase resources to support Rtl / DI                    | Teachers will be provided with materials and supplies to support SLOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction. | Academic Support Program, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for researching and purchasing resources that support best practices. |
| Data Use for Lesson Delivery from Site Licenses           | Reports from IXL, ABC Mouse, StudyIsland, NWEA, LearningAtoZ.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.  | Technology, Supplemental Materials  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$6500  | Instructional staff, instructional coaches, school leaders, and support staff  |



## District Improvement Plan

Cesar Chavez Academy

|   |  |                          |        |         |            |            |         |  |
|---|--|--------------------------|--------|---------|------------|------------|---------|--|
| Hire or retain additional support staff | <p>The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach, ELL Coordinators) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. 31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills. 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and Rtl. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.</p> | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$47000 | The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district director of Compliance ) are responsible for hiring staff to support the Rtl program. |
| After School Tutoring                   | <p>After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.</p>   | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$98000 | School leader, instructional coach, instructional staff  |
| Instructional Coach                     | <p>The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.</p>   | Monitor                  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$60000 | Instructional Coach, School Leader   |

## District Improvement Plan

Cesar Chavez Academy

|                                |   |                                   |        |         |            |            |          |  |
|--------------------------------|---|-----------------------------------|--------|---------|------------|------------|----------|--|
| 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 MTSS process.   | Academic Support Program          | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$100000 | Instructional coach, instructional staff, and support staff  |
| Progress Monitoring Tools      | The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.  | Academic Support Program, Monitor | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance and the core team leader) are responsible for researching and purchasing progress monitoring tools. |
| Software and iPad Applications | Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects   | Technology                        | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000   | Administrative team, instructional coach, teachers   |
| After School Tutoring          | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students. | Academic Support Program          | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$25000  | School leader, instructional coach, instructional staff.   |

**District Improvement Plan**

Cesar Chavez Academy

|                               |   |  |        |           |            |            |          |  |
|-------------------------------|---|--|--------|-----------|------------|------------|----------|--|
| Purchase additional resources | Teachers will be provided with materials and supplies to support the best practices of differentiated instruction. For example, visual aids graphic organizers, grade leveled books, books on tape,head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.  | Supplemental Materials   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$18000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for researching , recommending and the purchase of additional resource materials. |
| 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 | Evaluate  | 08/01/2019 | 06/30/2020 | \$65000  | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education  |
| Utilize Instructional Coaches | The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, reviewing lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Academic Support Program, Policy and Process, Monitor, Direct Instruction, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$340000 | School leader, district director of compliance ; instructional coaches   |

## District Improvement Plan

Cesar Chavez Academy

|  |  |                       |        |               |            |            |         |  |
|--|--|-----------------------|--------|---------------|------------|------------|---------|--|
| Instructional Coach                    | The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.  | Monitor               | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$72463 | Instructional Coach, School Leader   |
| Home Visits                            | Stipends for teachers who conduct home visits for students who are at-risk (chronologically absent).   | Parent Involvement    | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$2000  | administration, community liaison, teachers, support staff, instructional support  |
| Field Trips to Community Organizations | Students will have hands on experiences and real world experiences by participating on field trips to community based organizations.   | Community Engagement  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000  | Administration, instructional coach, teachers  |
| Professional development / PLC         | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science. Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom. Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment. | Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |

## District Improvement Plan

Cesar Chavez Academy

|  |   |                                    |        |         |            |            |          |   |
|--|---|------------------------------------|--------|---------|------------|------------|----------|---|
| Implementation of the SIOP model                             | Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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. | Direct Instruction, Implementation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2800   | School leadership, instructional leadership team, instructional staff, support staff                                |
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. This software will be utilized by teachers and students to help in understand material to reach mastery on assessments.  | Technology                         | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$7400   | School leader, instructional coach, support staff and instructional staff   |
| Summer School Program Administrator                          | Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.  | Academic Support Program, Monitor  | Tier 1 | Monitor | 07/01/2019 | 08/29/2019 | \$3000   | Administrative team, Summer School program administrator  |
| Accelerated Reader   | Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.  | Technology                         | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$3000   | School leader, coach, teachers and support staff  |
| Data Analysis of Curriculum                                  | The director of compliance, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.   | Technology, Curriculum Development | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$30000  | The director of compliance, the school instructional coaches and school leaders are responsible for analyzing data. |
| Monitor Strategies   | The district's administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) will monitor the implementation of these strategies on a daily basis.  | Monitor                            | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$120000 | District administrative team  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |  |        |           |            |            |          |   |
|---|---|--|--------|-----------|------------|------------|----------|---|
| Title I Teachers-Data Driven Targeted Interventions | Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, MTSS materials to support small group instruction, Computer-based Reading programs   | Academic Support Program, Direct Instruction   | Tier 3 | Monitor   | 08/01/2019 | 06/30/2020 | \$180000 | Administrati on, district director of compliance ; Instructiona l Coach, Teachers, Title I teachers |
| Informational Text & Leveled Readers                | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.  | Direct Instruction   | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$6500   | Instructiona l staff, instructiona l coaches, school leaders, and support staff                     |
| Utilize Instructional Coaches                       | The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, reviewing lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Academic Support Program, Policy and Process, Monitor, Direct Instruction, Curriculum Developme nt, Walkthroug h, Teacher Collaborati on, Professiona l Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$60000  | School leader, district director of compliance ; instructiona l coaches                             |
| Data Analysis                                       | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.   | Monitor  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$9500   | Instructiona l coaches. and schools leaders are responsible for analyzing data.                     |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|--|--------|-----------|------------|------------|---------|--|
| After-school Tutoring   | The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math). At the Lower Elementary, students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data. | Academic Support Program   | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$23310 | School leader, Instructional Coach, Tutors   |
| Professional Development on DI  | Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies, formative assessment).  | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$1000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance and core team leader) and teachers are responsible for monitoring and implementing this strategy. |
| Distribute and present informational materials on academic and social concerns. | Monthly themed family events are help to equip families with essential information to help with their child's education and work in partnership with the school.   | Monitor, Parent Involvement, Professional Learning, Community Engagement | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$65000 | Parent Liaison, instructional staff, community partnerships  |
| Planning Close & Critical Reading Strategies                                    | 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 | Implement | 08/01/2019 | 06/30/2020 | \$2500  | All English Language Arts Instructors  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |   |        |           |            |            |          |   |
|---|---|---|--------|-----------|------------|------------|----------|---|
| Purchase additional resources                           | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.  | Implementation, Materials, Other                                      | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000  | The districts administrative team (school leaders, instructional coaches, ELL coach) is responsible for the purchase of resources needed to support DI. |
| Informational text/literature aligned to MC3 Curriculum | Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines  | Curriculum Development  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | Administration, instructional coach, teachers   |
| After School-RTI  | Teachers will plan and implement after school RTI/MTSS class for students. The classes will center around note-taking skills, organizational skills, time-management, and planning skills for high school students.   | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$13500  | School leader, instructional coach, ELL coach, instructional staff  |
| Differentiating 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   | 08/01/2019 | 06/30/2020 | \$3400   | All Social Studies Staff, including Teachers, Support Staff and Instructional Coach   |
| Hire additional Academic Support staff                  | The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the MTSS process. | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$823389 | School leaders are responsible for hiring staff.  |



**District Improvement Plan**

Cesar Chavez Academy

|   |  |                           |               |                  |                   |                   |                |  |
|---|--|---------------------------|---------------|------------------|-------------------|-------------------|----------------|--|
| <p>Parent Literacy Resources</p>        | <p>Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.</p>  | <p>Parent Involvement</p> | <p>Tier 1</p> | <p>Monitor</p>   | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$25000</p> | <p>The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for researching , recommend ing and the purchase of additional resource materials.</p> |
| <p>Purchase resources to support DI</p> | <p>Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction.</p> | <p>Materials</p>          | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/01/2020</p> | <p>\$14000</p> | <p>The school leaders and instructional coaches are responsible for purchasing additional materials.</p>   |

## District Improvement Plan

Cesar Chavez Academy

|  |  |   |        |         |            |            |          |   |
|--|--|---|--------|---------|------------|------------|----------|---|
| Hire or retain additional support staff      | <p>The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach, ELL Coordinators) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. 31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills. 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and Rtl. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.</p> | Academic Support Program                                | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$150000 | <p>The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district director of Compliance ) are responsible for hiring staff to support the Rtl program.</p> |
| Teacher Evaluation Platform                  | <p>A framework for evaluating teachers and administrators will be selected. This framework will meet the requirements as dictated by the Michigan Department of Education. The framework will necessitate the acquisition of a data collection tool that works with the framework.</p>   | Policy and Process, Evaluation                          | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$10000  | <p>School leaders, instructional coaches, district director of compliance</p>   |
| Staff to Support Secure Learning Environment | <p>CCA will hire and retain staff who will promote a safe and secure learning environment including security, dean of students, PBIS coordinator, etc.</p>   | Behavioral Support Program, Other - Security and Safety | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$45000  | <p>School leaders</p>   |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|---|--------|-----------|------------|------------|----------|---|
| Math coach   | A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. | Teacher Collaboration                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | All teachers; instructional support staff; instructional coach; school leader |
| Professional Development- Rigor and Cognitive Demand | Teachers will participate in professional development to support rigor and cognitive demand  | Professional Learning                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | administrative team   |
| After-school Tutoring                                | The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math). At the Lower Elementary, students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.                                     | Academic Support Program                    | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$5000   | School leader, Instructional Coach, Tutors                                    |
| ELL Coach  | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback   | Monitor, Walkthrough, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instruction coaches, ELL coaches                              |

### Section 31a

| Activity Name         | Activity Description  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-----------------------|---|--------------------------|--------|---------|------------|------------|-------------------|--|
| After School Tutoring | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students. | Academic Support Program | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$40000           | School leader, instructional coach, instructional staff. |

## District Improvement Plan

Cesar Chavez Academy

|   |   |   |        |               |            |            |          |   |
|---|---|---|--------|---------------|------------|------------|----------|---|
| Incentives to address (Chronic Absentism) | Incentives will be chosen in order to reduce the chronically absent students in our district which is increasing at high percentages.   | Parent Involvement, Materials, Other - Monetary Incentives, field trips, uniforms, etc, Getting Ready, Community Engagement | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$12000  | School leader, truancy officer, social worker and selected staff                              |
| Intervention Materials                    | Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency. These will include: Reading games, manipulatives, leveled readers and various leveled materials, Audio books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.     | Academic Support Program  | Tier 3 | Monitor       | 08/01/2019 | 06/30/2020 | \$3000   | Administration, instructional coach, support staff  |
| Anti-bullying                             | CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence. | Behavioral Support Program  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$70000  | School leader   |
| 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 Rtl process.  | Academic Support Program  | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$125000 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |

## District Improvement Plan

Cesar Chavez Academy

|  |   |   |        |          |            |            |          |   |
|--|---|---|--------|----------|------------|------------|----------|---|
| Reading Interventions                          | Reading intervention classes are monitored by a reading interventionists that also provides intensive reading interventions to identified at-risk students.   | Academic Support Program  | Tier 3 | Evaluate | 08/01/2019 | 06/30/2020 | \$8500   | The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff |
| Instructional Learning Cycles                  | Teachers will engage in Instructional learning cycle as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis.   | Academic Support Program, Curriculum Development, Professional Learning         | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$10000  | Math coach, instructional coach, teachers, support staff and school leader                              |
| Intensive Summer School Program                | A six week program will be offered to tier 2 and 3 ELL students to focus on math, reading and writing.  | Supplemental Materials, Academic Support Program, Direct Instruction, Materials | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$65000  | Instructional coach, ELL coach, instructional staff and administration                                  |
| 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 MTSS process.   | Academic Support Program  | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$200000 | Instructional coach, instructional staff, and support staff   |
| Center Based Instruction to Address Weaknesses | Teachers will plan to use more centers to teach science with literature, games and experiments to teach the curriculum.   | Direct Instruction  | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$5000   | Leader and coach  |
| Academic and Behavior Interventions            | Students will be identified by performance and LEADS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals. | Academic Support Program, Behavioral Support Program                            | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$390000 | School leader, instructional coach, support staff and instructional staff                               |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|---|--------|-----------|------------|------------|----------|--|
| Use of Security Cameras/System                         | Security systems will be used to increased security for all stakeholders.  | Materials, Other - Cameras, Technology, Wiring                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$250000 | School Leader  |
| Testive ACT/SAT Online Test Preparation Tool           | Purchase supplemental Testive Online Program   | Technology, Supplemental Materials, Direct Instruction                | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$15000  | School Leader, Instructional Coach, English Language Arts Teacher, Math Teachers |
| After School-RTI                                       | Teachers will plan and implement after school RTI/MTSS class for students. The classes will center around note-taking skills, organizational skills, time-management, and planning skills for high school students.  | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$11000  | School leader, instructional coach, ELL coach, instructional staff               |
| Science Experiments and Supplemental Science Materials | Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards. There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction. 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. | Direct Instruction, Materials   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$8500   | School leader, instructional coach, support staff and instructional staff        |
| Summer School Program                                  | Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies and personnel to support instruction.  | Academic Support Program  | Tier 2 | Monitor   | 07/01/2020 | 08/31/2020 | \$35000  | School leader, instructional coaches and teachers.                               |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|---|--------|-----------|------------|------------|----------|--|
| Attendance/Truancy Coordinator                           | A district truancy officer who will work with school attendance personnel to coordinate a district attendance program. The truancy officer will work with students, families, and school personnel to implement this district program.  | Academic Support Program, Parent Involvement                | Tier 3 | Implement | 08/01/2019 | 06/30/2020 | \$35000  | Administration, Community Liaisons, School Attendance Personnel, Truancy Officer |
| Informational text/literature aligned to support science | Informational Text/literature that supports the integration of literacy across content areas  | Academic Support Program, Curriculum Development, Materials | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | School leader, instructional coach, support staff and instructional staff        |
| After School Tutoring                                    | After school program will use various sources of data to provide research and evidence based interventions. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.  | Academic Support Program                                    | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$129000 | School leader, instructional coach, instructional staff, support staff           |
| Summer School  | Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program                                    | Tier 1 | Monitor   | 06/01/2019 | 08/30/2019 | \$29000  | All teachers; instructional support staff; instructional coach; school leader    |

**District Improvement Plan**

Cesar Chavez Academy

|  |  |                                 |               |                 |                   |                   |                 |   |
|--|--|---------------------------------|---------------|-----------------|-------------------|-------------------|-----------------|---|
| <p>Summer School</p>                           | <p>Summer school program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulative materials, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school.</p>  | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Evaluate</p> | <p>06/17/2019</p> | <p>08/16/2019</p> | <p>\$15000</p>  | <p>School leader, instructional coach, instructional staff, support staff</p>   |
| <p>Hire or retain additional support staff</p> | <p>The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach, ELL Coordinators) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. 31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills. 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and Rtl. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p>  | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$150456</p> | <p>The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district director of Compliance ) are responsible for hiring staff to support the Rtl program.</p> |



## District Improvement Plan

Cesar Chavez Academy

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|---|--|--|--------|---------|------------|------------|----------|---|
| Counseling and Support                            | Use of social workers to enable us to positively address concerns in the lives of students and families in effort to improve the academic behaviors exhibited by students and to align families with resources in the community to foster positive home life experiences.  | Behavioral Support Program   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$250000 | School leader, instructional coach, support staff and instructional staff |
| 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. | Policy and Process, Curriculum Development, Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$15000  | School Improvement Coach  |
| Use of Leveled Readers to Increase Reading Skills | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.   | Academic Support Program   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$2525   | School leader, instructional coach, support staff and instructional staff |
| Staff to Support Secure Learning Environment      | CCA will hire and retain staff who will promote a safe and secure learning environment including security, dean of students, PBIS coordinator, etc.  | Behavioral Support Program, Other - Security and Safety                                  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$90000  | School leaders  |
| Math Centers and Hands on Materials               | Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc.  | Direct Instruction   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2500   | School leader, instructional coach, instructional staff                   |
| Summer School Program                             | Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies and personnel to support instruction.  | Academic Support Program   | Tier 2 | Monitor | 07/01/2020 | 08/31/2020 | \$126500 | School leader, instructional coaches and teachers.                        |

## District Improvement Plan

Cesar Chavez Academy

|  |   |                                     |        |           |            |            |          |  |
|--|---|-------------------------------------|--------|-----------|------------|------------|----------|--|
| Purchase resources to support Rtl / DI | Teachers will be provided with materials and supplies to support SIOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction.  | Academic Support Program, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$72500  | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for researching and purchasing resources that support best practices. |
| Summer School                          | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program            | Tier 2 | Monitor   | 06/28/2019 | 08/30/2019 | \$129000 | School leader, instructional coach, support staff and instructional staff  |
| Summer School                          | Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.   | Academic Support Program            | Tier 1 | Monitor   | 06/01/2019 | 08/30/2019 | \$135000 | All teachers; instructional support staff; instructional coach; school leader  |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |           |            |            |          |  |
|---|--|---|--------|-----------|------------|------------|----------|--|
| Hire or retain additional support staff                         | The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process.  | Academic Support Program  | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$396935 | School leaders are responsible for hiring staff.                           |
| Software & Applications Targeting Reading Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.  | Technology , Getting Ready  | Tier 2 | Monitor   | 08/01/2019 | 06/01/2020 | \$8000   | Instructional Coach, General Staff, and Paraprofessionals                  |
| Materials for STEM/STEAM projects                               | In order to support pur science initiatives, the district and teachers will need to purchase additional materials to ensure the students are receiving education on NGSS and to support STEM and STEAM initiatives in our district.  | Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000  | School leader, teachers and instructional coaches                          |
| Summer School   | Summer school program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulative materials, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school. | Academic Support Program  | Tier 1 | Evaluate  | 06/17/2019 | 08/16/2019 | \$127874 | School leader, instructional coach, instructional staff, support staff     |
| Purchase additional resources                                   | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.  | Materials   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000  | The school leader is responsible for the purchase of additional materials. |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|--|--------|-----------|------------|------------|----------|--|
| Use of STEM/STEAM kits                          | Students will be prepared for the NGSS when applying knowledge through rigorous hands on and inquiry based activities that teachers have been trained on through both on site and off site professional learning communities.   | Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$150000 | Instructional coach, School leader and teachers  |
| Hire Staff to Support Secure Campus Environment | All Schools will utilize 31A funding to promote a safe and secure environment.  | Policy and Process   | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$21500  | School leaders   |
| 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. | Curriculum Development, Professional Learning, Evaluation  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$8500   | District coordinator for student learning, school leaders, instructional coaches, instructional staff, and ELA coach |
| Summer School Program Administrator             | Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.  | Academic Support Program, Monitor  | Tier 1 | Monitor   | 07/01/2019 | 08/29/2019 | \$8500   | Administrative team, Summer School program administrator   |
| Highly Qualified ESL support paraprofessionals  | Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.   | Academic Support Program, Monitor, Direct Instruction  | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$125000 | School leader, instructional coach, support staff  |
| 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 | Evaluate  | 08/01/2019 | 06/30/2020 | \$18000  | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education                        |

## District Improvement Plan

Cesar Chavez Academy

|  |   |  |        |           |            |            |          |  |
|--|---|--|--------|-----------|------------|------------|----------|--|
| High Interest Informational Text                             | Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum.   | Direct Instruction                             | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1200   | School leader, instructional coach, instructional staff, support staff   |
| Hire or retain additional support staff                      | The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach, ELL Coordinators) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. 31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills. 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and Rtl. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support. | Academic Support Program                       | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$230000 | The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district director of Compliance ) are responsible for hiring staff to support the Rtl program. |
| Software & Applications Targeting Math Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology                                     | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$8000   | Instructional Coach, General Staff, and Paraprofessionals  |
| Timely Assistance for Homeless students                      | The school and liaison must ensure the time and capacity of the liaison to perform required duties. In addition, to ensure unaccompanied Homeless Youth are immediately enrolled and informed of independent status FAFSA, as well as providing verification of that status.  | Academic Support Program, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000   | School leader and MV Liaison   |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |           |            |            |         |   |
|---|--|---|--------|-----------|------------|------------|---------|---|
| Training staff in use of online programs and applications | Beginning stages of training staff on basic knowledge and use of online technology   | Academic Support Program  | Tier 2 |           | 08/01/2019 | 06/30/2020 | \$8000  | School leader, instructional coach, instructional staff, support staff  |
| Differentiating Lessons                                   | 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. | Direct Instruction  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3428  | All Science Staff, including Teachers, Support Staff and Instructional Coach.   |
| Instructional Learning Cycles                             | Teachers will engage in Instructional learning cycle as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis.  | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000 | Math coach, instructional coach, teachers, support staff and school leader  |
| After School Study Skills                                 | Identify students that are at risk in language arts for after school support on targeted skills.   | Academic Support Program  | Tier 3 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500  | School leader, coach, teachers and highly qualified aides   |
| Develop a strategic plan                                  | The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.  | Policy and Process  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$8000  | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these programs. |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|---|--------|---------------|------------|------------|----------|---|
| Data-Driven After School Tutoring                                 | After school tutoring will be scheduled for ELL students to reach WIDA and common core standards as well foundational skills that they haven't mastered.  | Academic Support Program, Monitor, Direct Instruction                 | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$22000  | Instructional and ELL staff, school leader 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.  | Technology, Supplemental Materials                                    | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000   | ESL teacher, ESL lead, principal, Instructional Coach                     |
| Hire additional Academic Support staff                            | The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the MTSS process.   | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$906935 | School leaders are responsible for hiring staff.                          |
| Consistent Administration of Eagle Expectations and Eagle Dollars | Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior. Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.   | Behavioral Support Program  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, instructional staff, support staff    |
| Summer School   | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program  | Tier 2 | Monitor       | 06/28/2019 | 08/30/2019 | \$15000  | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

Cesar Chavez Academy

### No Funding Required

| Activity Name                             | Activity Description   | Activity Type   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---|--|---|--------|-----------|------------|------------|-------------------|--|
| Daily walk-through / In-class support     | Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.  | Academic Support Program, Walkthrough   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | The district administrative team.  |
| Data Analysis                             | District director of compliance, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.                | Evaluation  | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$0               | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for analyzing data. |
| Daily Use of "Can Do/I Can" Statements    | Instructional Staff will refer to and use WIDA standards to deliver instruction, monitor growth and evaluate teaching strategies.  | Academic Support Program, Direct Instruction, Implementation                          | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | Instructional staff and administration   |
| Close and Critical Reading Lessons        | 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   | 08/01/2019 | 06/30/2020 | \$0               | All Science Instructors  |
| Monitoring with Walkthroughs and Feedback | ELL and instructional coaches will complete observations to support the teachers in delivering instruction to ELL learners, suggest the use of SIOP strategies and best practices. This observation will consist of a SIOP checklist to monitor instruction and student learning | Academic Support Program, Monitor, Implementation, Walkthrough, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | ELL and instructional coaches  |



**District Improvement Plan**

Cesar Chavez Academy

|                      |  |                |               |                  |                   |                   |            |  |
|----------------------|--|----------------|---------------|------------------|-------------------|-------------------|------------|--|
| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist Cesar Chavez to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> <p>Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. Teachers and support staff will analyze results for formative and</p> | <p>Monitor</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$0</p> | <p>School leader, instructional staff, instructional coach</p> |
|----------------------|--|----------------|---------------|------------------|-------------------|-------------------|------------|--|

## District Improvement Plan

Cesar Chavez Academy

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|--|---|---|--------|---------------|------------|------------|-----|---|
|  | staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.   |   |        |               |            |            |     |   |
| Parent Friendly Curriculum               | Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.   | Parent Involvement  | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0 | School leader   |
| Daily walk-through / In-class support    | Instructional coaches, District ELL coach will conduct daily walk through to provide teachers with non-evaluative and evaluative feedback.  | Walkthrough   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0 | The district administrative team  |
| Modeling of Reading & Writing Strategies | Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.  | Direct Instruction  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0 | Instructional staff, instructional coaches, school leaders, and district director of compliance               |
| Data Analysis                            | Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.  | Monitor   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0 | The district administrative team  |
| Rigorous Reading Strategies              | Teachers will utilize best practices and recommended strategies to teach the Common Core State Standards including close reading, paired texts, use of graphic organizers, building background knowledge, and academic vocabulary instruction. Teachers will increase the use of informational text to align with recommendations set forth by national and state standards. Students will benefit from more rigorous instruction that aligns with the Common Core State Standards. | Direct Instruction  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0 | Instructional staff, instructional coaches, school leaders, and district director of compliance               |
| District Improvement Meetings            | The district will host a planning meeting to review student achievement data, credits and curriculum resources.   | Policy and Process, Curriculum Development, Getting Ready | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0 | School leaders, instructional coaches, school improvement team leads, and the district director of compliance |

## District Improvement Plan

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| Effective Lesson Planning  | Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.   | Policy and Process   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | All teachers; instructional support staff; instructional coach; school leader                  |
| Basic Math Skills          | Teachers will provide instruction that focuses on basic math skills, vocabulary, computational fluency, problem solving, and math process strategies. A 45 minute period will be placed into a math block of 90 minutes to reinforce basic skills. Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY. Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems. | Direct Instruction   | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$0 | All teachers   |
| Marzano's Observation Tool | Web-based site license for Teacher Observations  | Monitor, Walkthrough | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | Administration, instructional coach, data coach, RTI coach, Department of Academic Achievement |

**District Improvement Plan**

Cesar Chavez Academy

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| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist Cesar Chavez to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement. Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. Teachers and support staff will analyze results for formative and summative assessments to plan</p> | <p>Monitor</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$0</p> | <p>School leader, instructional staff, instructional coach and district director of compliance</p> |
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## District Improvement Plan

Cesar Chavez Academy

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|  | formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.  |  |        |           |            |            |     |  |
| Align Maps, Pacing Guides and Lesson Plans | Teachers will unpack the Science Michigan Curriculum Framework to write a pacing guide and lessons. They will also begin examining the New Michigan Science Standards for comparison.   | Policy and Process, Curriculum Development | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | School Leader, instructional coach, instructional staff            |
| Professional Development                   | Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning                      | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | The district administrative team is responsible for this activity. |
| Planning Meeting                           | District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.   | Teacher Collaboration                      | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | District director of compliance and instructional coaches          |

## District Improvement Plan

Cesar Chavez Academy

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| Rtl Meetings  | The school leadership team along with Rtl instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement. Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).   | Academic Support Program, Monitor            | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach |
| AP Practice Tests                                       | All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.   | Monitor, Implementation, Materials           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | Instructional coach and AP teachers  |
| Instructional Coaching for Teachers                     | The Instructional Coaches, District ELL Coach will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.   | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | The district administrative team.  |
| Collaboration Time                                      | Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Teacher Collaboration                        | Tier 3 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | General education teachers, special education teachers   |
| Best practices for teaching math aligned to Common Core | All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research based best practices for teaching math and increasing student achievement.   | Direct Instruction                           | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | All teachers; instructional coach; school leader   |
| Grade level meetings                                    | Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.   | Communication                                | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | All teachers; instructional support staff; instructional coach; school leader                              |

## District Improvement Plan

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| Teachers will develop maps and pacing guides, lesson plans focused on the ELA Standards. | Maps and pacing guides will serve as tracking documents to ensure quality and timely instruction for ALL students. They also guide lesson planning with components that support best practices and research based interventions.  | Academic Support Program, Monitor, Direct Instruction, Materials, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | Administration, school leader, instructional coach and teachers    |
| Collaboration Time   | Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Teacher Collaboration   | Tier 3 | Implement | 08/01/2019 | 06/30/2020 | \$0 | General education teachers, special education teachers             |
| Data Analysis  | Instructional coaches, District ELL coach will analyze building level data by grade and content to assist in planning instruction.  | Monitor, Evaluation   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | The district administrative team.                                  |
| Teachers will include both language and content objectives in their lesson.              | To assist with mastery of content and promote students understanding of what they are learning and the learning targets, teachers will post language and content objectives in their lessons which helps with integration of SIOP.  | Academic Support Program, Direct Instruction, Implementation                            | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | Administrative team and teachers                                   |
| Utilize SIOP strategies consistently in whole group and small group instruction          | The expectation of staff is that the information presented and distributed from SIOP PD will be used daily and planned for with multiple sources of material to reach all students, with a concentrated effort on ELL students.   | Academic Support Program, Direct Instruction  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | Instructional staff, administrative, ELL and instructional coaches |

## District Improvement Plan

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| Monitor the Implementation of SIOP components        | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis.  | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis. |
| Use of Research and Evidence Based Activities        | Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.  | Direct Instruction       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | Instructional coach, instruction staff, and support staff   |
| Incorporate Writing and Reading in all Content Areas | Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.   | Direct Instruction       | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$0 | Instructional staff, instructional coaches, school leaders, and district coordinator of student learning  |
| Increase student participation                       | Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers. | Direct Instruction       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | All teachers  |



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| Monitor Strategy                          | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches, and schools leaders will analyze data monthly to determine the effectiveness of the strategy | Direct Instruction                            | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |
| Data Team Meeting                         | Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.   | Monitor, Teacher Collaboration, Communication | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | School leader, instructional coach, administration team, support staff, and the district coordinator of student learning                                 |
| PBIS Meetings                             | PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.  | Teacher Collaboration                         | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | School leaders, instructional coaches, PBIS teams  |
| Use of Rubrics/Checklists for Assignments | Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.   | Monitor, Direct Instruction                   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | Instructional staff, instructional coaches, school leaders   |

## District Improvement Plan

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| Monitor the MTSS Process                                   | The district administrative team will monitor the MTSS process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include NWEA, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, SAT, Pre and Post test, DIBELS K-3 and Phonics screeners. | Academic Support Program, Monitor           | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | The districts administrative team(school leaders, instructional coaches, district director of compliance ), in collaboration with Data/Rtl coaches, are responsible for monitoring the MTSS programs. |
| Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy | Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through biweekly walk-throughs.  | Direct Instruction                          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | School leader, instructional staff, instructional coach   |
| 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 2018(19).   | Evaluation                                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | Instructional coach and AP teachers   |
| Trade School Activities                                    | An instructor will take students to different trade schools through monthly field trips.   | Field Trip, Career Preparation /Orientation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | Instructional staff   |

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| Documented Referral Process   | <p>At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff, and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed to monitor strategies being used and plan for the next steps of implementation of techniques and strategies that directly highlight and address the areas of improvement.</p> <p>From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).</p> | Policy and Process  | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$0 | School leadership, instructional leadership team, instructional staff, support staff, office staff                                   |
| The district will implement a consistent and rigorous mechanism monitoring the standards and ensuring accountability for ELL performance results. | A detailed and document procedure will be recorded to ensure fidelity of monitoring standards through grade book reviews, lesson plans, walkthroughs, RTI/MTSS push in and pull out and SIOF strategies.  | Academic Support Program, Policy and Process, Direct Instruction, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | ELL coaches, instructional coaches, administration and teachers  |
| Revise schedule   | School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.   | Policy and Process, Implementation  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0 | The districts administrative team (school leaders, instructional coaches, ELL coach) will ensure the implementation of the strategy. |

## District Improvement Plan

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|--|---|-----------------------------------|--------|---------------|------------|------------|-----|---|
| Professional development / PLC                                     | Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning             | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0 | The district administrative team.                                   |
| Instructional staff will use of WIDA rubrics across content areas. | WIDA rubrics will be used across all subjects to familiarize students with the expectations of the WIDA test and reach all the 3 AMAO targets.  | Direct Instruction, Getting Ready | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0 | Instructional and ELL coach, instructional staff and administration |

### Title I Schoolwide

| Activity Name                              | Activity Description   | Activity Type                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|--|-----------------------------------|--------|-----------|------------|------------|-------------------|---|
| Teacher training on Technology Integration | Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -FocalPointK-12 - Study Island -IXL -Brain Pop - NWEA - Accelerated Reader -Accelerated Math - Big Ideas - PLATO -Google -Microsoft | Technology, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | School leader, instructional coach, support staff and instructional staff |

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| DAP-CEP After-School and Summer Enrichment       | DAP-CEP and CCA-MS staff will implement STEM and science related supplemental learning opportunities to students after school and throughout the summer to support mastery of content and to allow for skills practice in an enrichment setting.   | Academic Support Program, Extra Curricular                | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$75000 | School leader, instructional coach, instructional staff, support staff   |
| Hands-On Learning                                | Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material. Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning stations. These include: activities, games, and manipulative materials. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the CCA Curriculum, and the Common Core State Standards. Teachers employ the strategies needed to effectively differentiate lessons and assessments, based on student readiness, learning styles, and needs. | Direct Instruction  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3000  | Instructional coach, instructional staff, and support staff  |
| 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.  | Curriculum Development, Professional Learning, Evaluation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | District coordinator for student learning, school leaders, instructional coaches, instructional staff, and ELA coach |
| Data Analysis of Benchmark and Local Assessments | NWEA, MiStep, WIDA/ELPA, DRA, StudyIsland, MLP, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction.  | Monitor   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5300  | Instructional coach, school leader, and the district director of compliance  |

## District Improvement Plan

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| Focal PointK12    | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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.  | Technology , Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10800 | School leader, instructional staff, instructional coach and district director of compliance        |
| Hands-On Learning | Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material. Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning stations. These include: activities, games, and manipulative materials. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the CCA Curriculum, and the Common Core State Standards. Teachers employ the strategies needed to effectively differentiate lessons and assessments, based on student readiness, learning styles, and needs. | Direct Instruction   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2500  | Instructional coach, instructional staff, and support staff  |
| PBIS Incentives   | Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.  | Behavioral Support Program   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$7000  | School leadership, instructional leadership team, instructional staff, support staff, office staff |

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|   |   |   |        |               |            |            |         |  |
|---|---|---|--------|---------------|------------|------------|---------|--|
| Focal PointK12  | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understandings 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.  | Technology , Monitor  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$10835 | School leader, instructional staff, instructional coach                          |
| Teacher Analysis of SAT practice                                  | This strategy includes teachers analyzing data from ENACT practice tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.   | Supplemental Materials, Implementation, Professional Learning | Tier 1 | Implement     | 06/11/2019 | 06/12/2020 | \$7500  | All stakeholders - Teachers, instructional coach, principal, assistant principal |
| Effective Use of Reading Specialist                               | The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction.  | Academic Support Program, Teacher Collaboration               | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$60000 | School leader, Instructional Coach, Data Coach, Reading specialist               |
| Consistent Administration of Eagle Expectations and Eagle Dollars | Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior. Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations. | Behavioral Support Program                                    | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$2000  | School leader, instructional coach, instructional staff, support staff           |
| Purchase SAT Prep Materials                                       | Purchase SAT preparation materials from ENACT necessary for program implementation.   | Materials   | Tier 1 | Implement     | 06/10/2019 | 06/12/2020 | \$5000  | Administrative Team  |

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| Science Interventions                                  | Students will be monitored within their respective science classes so that intensive science interventions may be provided for identified at-risk students. Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.  | Academic Support Program  | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | School leader, instructional coach, instructional staff, support staff           |
| Summer School  | Summer school program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulative materials, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school. | Academic Support Program  | Tier 1 | Evaluate  | 06/17/2019 | 08/16/2019 | \$50000 | School leader, instructional coach, instructional staff, support staff           |
| Professional Development on Close and Critical Reading | Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.  | Professional Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3080  | All Social Studies Instructors and support staff                                 |
| ENACT Instructor                                       | This strategy includes an ENACT instructor coming to visit the school 2-5 times per week to instruct on test preparation to students.  | Supplemental Materials, Direct Instruction, Implementation, Teacher Collaboration | Tier 1 | Implement | 06/10/2019 | 06/12/2020 | \$7500  | All stakeholders - teachers, principal, assistant principal, instructional coach |



## District Improvement Plan

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|   |  |  |        |           |            |            |          |  |
|---|--|--|--------|-----------|------------|------------|----------|--|
| Close and Critical Reading 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 |           | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, science instructional staff, support staff |
| Purchase SAT Prep Materials                         | Purchase SAT preparation materials from ENACT necessary for program implementation.  | Materials  | Tier 1 |           | 06/03/2019 | 06/12/2020 | \$5000   | Administrative Team  |
| Purchase of Student Workbooks                       | Purchase of Student Consumable Workbooks to implement and teach state standards and drive instruction.   | Direct Instruction, Materials  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$4900   | School leader, instructional coach, support staff and instructional staff      |
| Instructional and Data Coaching                     | Use of data coach, instructional coach, and English Language Learning Coach in order to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort. Coaches work closely with the leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Teacher Collaboration, Professional Learning   | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$120000 | Administrative team  |
| Focal PointK12                                      | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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.  | Technology, Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$50000  | Instructional coach, teachers, Team of Academic Support and administration     |

**District Improvement Plan**

Cesar Chavez Academy

|  |  |                          |        |           |            |            |         |   |
|--|--|--------------------------|--------|-----------|------------|------------|---------|---|
| Parent Meetings  | The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of uselearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success. 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 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | School leadership, instructional leadership team, instructional staff, support staff, office staff, School Home-Community Liaison, General Education Staff, and Support Staff |
| Science Lab Opportunities                                  | Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment.  | Implementation           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | School leader, instructional coach, instructional staff, support staff  |
| Increased Use of Technology and Computer Assisted Programs | Students will use computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. To ensure effective integration of technology, interactive boards and the technology to effectively 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 | Academic Support Program | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$40000 | School leader, instructional coach, instructional staff, support staff  |

## District Improvement Plan

Cesar Chavez Academy

|  |   |   |        |           |            |            |         |  |
|--|---|---|--------|-----------|------------|------------|---------|--|
| Use of Multiple Resources to Increase DI and Mastery | Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills. Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success. After data analysis and feedback from parents, students and staff, multi-leveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.  | Direct Instruction  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000 | School leader, instructional coach, instructional staff  |
| Curriculum Alignment to NGSS                         | Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards). Utilization of FocalPointK-12, or a program similar, that will be used to monitor and track the progress of students' understanding of grade level content (including state and NGSS standards). This will drive instruction by providing a link between content standards, direct instruction, student progress, and assessments allowing for targeted interventions and support for all students in all tiers. Greater monitoring of standards based instruction. | Curriculum Development  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for the monitoring the alignment. |
| Teacher Analysis of SAT practice                     | This strategy includes teachers analyzing data from ENACT practice tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.   | Supplemental Materials, Implementation, Professional Learning | Tier 1 |           | 06/11/2019 | 06/12/2020 | \$7500  | All stakeholders - Teachers, instructional coach, principal, assistant principal   |
| Content-area Assisted Technology Programs            | Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of computer software programs (IXL, Study island, FocalPointK-12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase Social Studies proficiency.  | Technology  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$50000 | School leader, instructional coach, support staff and instructional staff  |

## District Improvement Plan

Cesar Chavez Academy

|                              |   |   |        |               |            |            |          |   |
|------------------------------|---|---|--------|---------------|------------|------------|----------|---|
| Focal PointK12               | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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. | Technology , Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$50000  | School leader, instructional coach, teachers, Dept of Academic Achievement  |
| ENACT Instructor             | This strategy includes an ENACT instructor coming to visit the school 2-5 times per week to instruct on test preparation to students.   | Supplemental Materials, Direct Instruction, Implementation, Teacher Collaboration                 | Tier 1 | Implement     | 06/01/2019 | 06/12/2020 | \$7500   | All stakeholders - teachers, principal, assistant principal, instructional coach  |
| Curriculum Alignment to CCSS | The staff will be provided with curriculum resources such as Curriculum Crafter or Atlas Rubicon to support the creation and implementation a Cesar Chavez curriculum aligned to the Common Core State Standards (CCSS).  | Curriculum Development, Professional Learning   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$3000   | The district's administrative team (school leaders, instructional coaches, district director of compliance , ELL coaches) are responsible for purchasing this resource. |
| Acquiring Aligned Materials  | Materials will be purchased in order to ensure effective instruction of Next Generation Science Standards and state standards including curriculum resources, hands-on manipulative materials, and experiment materials.  | Materials   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$100000 | School leader, instructional coach, instructional staff, support staff  |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|-------------------------------|--------|---------|------------|------------|----------|---|
| Technology Acquisition                           | To ensure effective integration of technology, interactive boards and the technology to effectively 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 | Monitor | 08/01/2019 | 06/30/2020 | \$100000 | School leadership, instructional leadership team, instructional staff, support staff, technology team                 |
| Science Interventions                            | Students will be monitored within their respective science classes so that intensive science interventions may be provided for identified at-risk students. Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model. | Academic Support Program      | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$390000 | School leader, instructional coach, instructional staff, support staff  |
| Professional Learning Communities                | School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, best practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.   | Professional Learning         | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2000   | School leadership, instructional leadership team, district director of compliance, instructional staff, support staff |
| Hands-On Activities and Creative Groups          | Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material. Next Generation Science Unit Materials including triple beam balances, graduated cylinders, beakers, hot plates, digital thermometers, digital scales, microscopes with slides, sieves, as well as updated book sets and lab workbooks for individual students  | Direct Instruction, Materials | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, instructional staff, support staff  |
| Data Analysis of Benchmark and Local Assessments | NWEA, MStep, WIDA/ELPA, DRA, StudyIsland, MLLP, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction.   | Monitor                       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5300   | Instructional coach, school leader  |

## District Improvement Plan

Cesar Chavez Academy

|  |  |   |        |           |            |            |         |   |
|--|--|---|--------|-----------|------------|------------|---------|---|
| Informational Text and Leveled Readers (Spanish & English) | Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Academic Support Program, Direct Instruction    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$9000  | School leader, instructional coach, administrative team, support staff, and the district director of compliance |
| 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 | Implement | 08/01/2019 | 06/30/2020 | \$500   | School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff                     |
| Response to Intervention Coordinator                       | Use of Response to Intervention Coordinator in order to monitor and align interventions, monitor student growth, review logs, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort with support staff and instructional leadership team.  | Academic Support Program, Professional Learning | Tier 1 | Evaluate  | 08/01/2019 | 06/30/2020 | \$60000 | School leader, instructional coach, instructional staff, support staff  |
| Utilize Technology   | Students will use computer software programs (IXL, Study island, FocalPointK12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction.   | Technology                                      | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$50000 | School leadership, instructional leadership team, instructional staff, support staff, technology leadership     |

## District Improvement Plan

Cesar Chavez Academy

|  |   |                                   |        |         |            |            |         |   |
|--|---|-----------------------------------|--------|---------|------------|------------|---------|---|
| Professional Development on Technology Integration | Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on:<br>-Naiku<br>- Study Island<br>-IXL<br>-Brain Pop<br>-NWEA<br>- Accelerated Reader<br>-Accelerated Math<br>-Big Ideas<br>-PLATO<br>-Google<br>-Microsoft | Technology, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$26700 | School leadership, instructional leadership team, instructional support staff, office staff |
|--|---|-----------------------------------|--------|---------|------------|------------|---------|---|

### Title III

| Activity Name                        | Activity Description  | Activity Type                        | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------------------------|---|--------------------------------------|--------|-----------|------------|------------|-------------------|--|
| Consultant to present ELL strategies | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.   | Professional Learning                | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000           | School leader, instructional coach, instructional staff  |
| Parent Liason                        | Parent Liason along with staff and administration will plan weekly, monthly and quarterly meetings and events to inform immigrant parents on initiatives (both academic, community and behaviorally).   | Implementation, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000           | School leader, administration and Parent Liason          |
| After School Tutoring                | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students. | Academic Support Program             | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$25000           | School leader, instructional coach, instructional staff. |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                          |        |           |            |            |          |  |
|---|---|--------------------------|--------|-----------|------------|------------|----------|--|
| ESL Resource Materials for supporting students in small group instruction | Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional vidoes, instructional games that support language development  | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$3600   | Administrati on, instructiona l coach, ELL teacher, support staff  |
| Data Analysis   | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.   | Monitor                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$275000 | Instructiona l coaches. and schools leaders are responsible for analyzing data.  |
| MABE Conference   | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference   | Professiona l Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5300   | Administrati on, instructiona l coach, instructiona l staff  |
| Monitor the Implementation of SIOP components                             | Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.   | Academic Support Program | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000  | The district's administrati ve team(schoo l leaders, instructiona l coaches, ELL coaches) will monitor the implementa tion of this strategy. |
| ELL Materials for supporting Tier I Instruction                           | ELL iPad applications to reinforce phonics, phonemic awareness,vocabulary, sight words, reading comprehension and fluency. Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills | Technology , Materials   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500   | Administrati on, instructiona l coach, instructiona l staff, ELL teacher   |



## District Improvement Plan

Cesar Chavez Academy

|   |   |  |        |          |            |            |         |   |
|---|---|--|--------|----------|------------|------------|---------|---|
| 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 | Evaluate | 08/01/2019 | 06/30/2020 | \$42500 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |
| After School Tutoring                               | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students. | Academic Support Program                 | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$8000  | School leader, instructional coach, instructional staff.                                      |
| Summer School and After School Tutoring             | After-School tutoring and Summer School language acquisition tutoring opportunities   | Direct Instruction                       | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$10000 | Principal   |
| Field Trips to Community Organizations              | Students will have hands on experiences and real world experiences by participating on field trips to community based organizations.  | Community Engagement                     | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$8000  | Administration, instructional coach, teachers   |
| 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.  | Academic Support Program, Implementation | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$65000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers. |
| Use of Spanish Language Resources                   | Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use.   | Materials                                | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff                     |

## District Improvement Plan

Cesar Chavez Academy

|  |   |   |        |           |            |            |         |   |
|--|---|---|--------|-----------|------------|------------|---------|---|
| Ongoing PD from ELL Coaches                  | ELL coaches will present quarterly on SIOP strategies, research and areas of concern for the District in relationship to observations and data that will elevate academic scores for ELL students in the district.  | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000 | ELL coach and administrative team   |
| ESL Progress Monitoring Tool                 | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)  | Technology  | Tier 2 |           | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team is responsible for implementing this activity  |
| Utilize Software Licenses to Engage Learners | Students will use Learning AtoZ.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (Lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction   | Technology  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$11000 | School leader, coach, teachers and support staff  |
| Professional development / PLC               | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development). Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P as they relate to science instruction. Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | The districts administrative team(school leaders, instructional coaches, ELL coach) are responsible for monitoring this strategy. |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |               |            |            |          |   |
|---|--|---|--------|---------------|------------|------------|----------|---|
| Data Analysis   | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.  | Monitor                                   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$275000 | Instructional coaches and schools leaders are responsible for analyzing data.   |
| Professional development / PLC/Instructional Learning Cycles    | The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training. Teachers will receive various professional learning opportunities in Social Studies. | Professional Learning                     | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$20000  | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating the professional learning communities and PD. |
| Parental Involvement Activities and Resources                   | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.  | Parent Involvement, Professional Learning | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$36940  | School leader, instructional coach, instructional staff   |
| Software & Applications Targeting Reading Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.  | Technology, Getting Ready                 | Tier 2 | Monitor       | 08/01/2019 | 06/01/2020 | \$5500   | Instructional Coach, General Staff, and Paraprofessionals   |
| Professional Development on WIDA                                | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.   | Professional Learning                     | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$500    | Instructional coach, school leader  |
| Tuition Reimbursement for ELL Endorsement                       | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.   | Professional Learning                     | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$9000   | School Leaders  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |   |        |           |            |            |         |   |
|---|---|---|--------|-----------|------------|------------|---------|---|
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.           | Academic Support Program  | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$30000 | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| ESL Literacy Classes                          | ELL students will be placed in classes to support them with Language Acquisition.   | Supplemental Materials, Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$12500 | ELL and instructional coach, instructional and support staff  |
| 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. | Monitor, Implementation, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning              | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000 | Principal, instructional coach, ESL coach/ESL Lead  |
| ESL Progress Monitoring Tool                  | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)                                  | Technology  | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team is responsible for implementing this activity.   |

## District Improvement Plan

Cesar Chavez Academy

|   |  |  |        |               |            |            |         |   |
|---|--|--|--------|---------------|------------|------------|---------|---|
| Consultant to present ELL strategies                                      | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.                                      | Professional Learning  | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$15000 | School leader, instructional leader, teachers and instructional coach.        |
| Language and Literacy Trainings   | Teachers will participate in language and literacy training sessions, after being SIOP trained, to further their knowledge on best practices for all learners, including English Learners. Training will include engagement strategies, academic vocabulary strategies, grouping strategies, and other high-yield instructional strategies.                          | Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$15000 | School leader, ELL coach, instructional coach, instructional staff            |
| ESL Resource Materials for supporting students in small group instruction | Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development | Academic Support Program   | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$3600  | Administration, instructional coach, ELL teacher, support staff               |
| MABE Conference   | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference  | Professional Learning  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5300  | School leader, instructional coach, instructional staff                       |
| Parent Leadership Institutes and Give aways                               | Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.  | Parent Involvement   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$4100  | School leader, staff  |
| 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 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$18250 | Instructional staff, instructional coaches, school leaders, and support staff |

## District Improvement Plan

Cesar Chavez Academy

|  |  |  |        |           |            |            |         |   |
|--|--|--|--------|-----------|------------|------------|---------|---|
| Informational Text and Leveled Readers (Spanish & English) | Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1602  | School leader, instructional coach, administrative team, support staff, and the district director of compliance |
| Professional Development                                   | Teachers will be provided with ongoing professional development on strategies for implementing DI in reading comprehension and informational text, incorporating reading stations and labs, and into all Tier I instruction. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction, Writing in the Common Core, Phonemic Awareness, Station-Based Learning, and Implementing the CCSS.  | Professional Learning                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | District administrative team School leaders, instructional coaches.   |
| Utilize ESL Teachers / Support Staff                       | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.   | Academic Support Program                     | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$70000 | School leader, instructional coach, teachers  |
| ELL Summer School Program                                  | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school  | Academic Support Program                     | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$42000 | School leaders, instructional coach, instructional staff.   |
| Parental Involvement Activities and Resources              | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.  | Parent Involvement                           | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$8000  | School leader, instructional coach, consultant, and teachers.   |

## District Improvement Plan

Cesar Chavez Academy

|  |  |  |        |           |            |            |         |   |
|--|--|--|--------|-----------|------------|------------|---------|---|
| 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.   | Technology, Supplemental Materials           | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | Principal, technology coordinator, ESL teacher, ESL lead  |
| Informational Text and Leveled Readers (Spanish & English) | Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$500   | School leader, instructional coach, administrative team, support staff, and the district director of compliance |
| Utilize ESL Teachers / Support Staff                       | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.   | Academic Support Program                     | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$70000 | School leader, instructional coach, teachers  |
| Recruit and Retain Bilingual / ESL Certified staff         | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.   | Policy and Process, Curriculum Development   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | District administrative team  |
| ELL Summer School Program                                  | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school  | Academic Support Program                     | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$3200  | School leaders, instructional coach, instructional staff.   |

## District Improvement Plan

Cesar Chavez Academy

|  |   |   |        |               |            |            |         |  |
|--|---|---|--------|---------------|------------|------------|---------|--|
| ESL curriculum for ESL elective classes            | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.   | Academic Support Program, Monitor, Curriculum Development | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000  | The middle and high school administrative team, district coordinator for student learning and ELL coach are responsible for monitoring the implementation of the strategy. |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development                | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$10000 | District administrative team   |
| SIOP Workshops Professional Development            | 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     | 08/01/2019 | 06/30/2020 | \$15000 | ESL lead, principal, Instructional Coach, all instructional staff  |
| 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 MTSS process. | Academic Support Program                                  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$75000 | Instructional coach, instruction staff, and support staff  |
| Professional Development on WIDA                   | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.  | Professional Learning                                     | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$500   | Instructional coach, school leader, and the district director of compliance  |
| Tuition Reimbursement for ELL Endorsement          | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.                        | Professional Learning                                     | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$9000  | School leaders   |



## District Improvement Plan

Cesar Chavez Academy

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|---|--|--|--------|---------|------------|------------|----------|--|
| 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.   | Academic Support Program   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers   |
| 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 | Monitor | 08/01/2019 | 06/30/2020 | \$35000  | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education  |
| Monitor Strategy  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data. 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. | Monitor  | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$1000   | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance, core team leader) are responsible for monitoring the strategy. |
| Distribute and present informational materials on academic and social concerns. | Monthly themed family events are help to equip families with essential information to help with their child's education and work in partnership with the school.   | Monitor, Parent Involvement, Professional Learning, Community Engagement | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2500   | Parent Liaison, instructional staff, community partnerships  |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|---|--------|-----------|------------|------------|---------|--|
| ELL Materials for supporting Tier I Instruction | ELL iPad applications to reinforce language skills in mathematics. Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills. | Technology, Materials                                 | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5500  | Administration, instructional coach, ELL teacher, support staff  |
| Highly Qualified ESL support paraprofessionals  | Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.  | Academic Support Program, Monitor, Direct Instruction | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$45000 | School leader, instructional coach, support staff  |
| ESL curriculum for ESL elective classes         | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.  | Academic Support Program                              | Tier 2 |           | 08/01/2019 | 06/01/2020 | \$5000  | The middle and high school administrative team, and ELL coach are responsible for monitoring the implementation of the strategy. |
| 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 | Monitor   | 08/01/2019 | 06/30/2020 | \$30000 | ESL Lead, ESL Coach, principal, instructional coach  |

### Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

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|--------------------------------|--|---|--------|-----------|------------|------------|---------|--|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science. Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom. Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment. | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |
| Living Arts Program            | This program will partner with the staff at various CCA Campuses to ensure receive enriching experiences connecting to culture and art.  | Direct Instruction, Implementation, Materials   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$12000 | School leader, teachers, Living Arts Program Director and instructional coach  |
| 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.  | Supplemental Materials, Extra Curricular, Field Trip, Career Preparation /Orientation           | Tier 1 | Implement | 01/01/2020 | 05/29/2020 | \$5000  | Instructional staff  |
| 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.   | Technology, Extra Curricular, Field Trip, Career Preparation /Orientation, Community Engagement | Tier 1 | Implement | 01/01/2020 | 05/29/2020 | \$5000  | Instructional staff  |

**District Improvement Plan**

Cesar Chavez Academy

|  |   |                       |        |         |            |            |         |  |
|--|---|-----------------------|--------|---------|------------|------------|---------|--|
| Professional Development on Implementation of state and NGSS standards | Professional development participation to ensure understanding of NGSS standards and the transition between state and NGSS standards as well as instructional best practices. | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000 | School leader, instructional coach, instructional staff, support staff |
|--|---|-----------------------|--------|---------|------------|------------|---------|--|

**Title II Part A**

| Activity Name                                    | Activity Description   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|-----------------------|--------|-----------|------------|------------|-------------------|--|
| PBIS Professional Development                    | Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500            | School leaders, instructional coaches, PBIS teams, teachers, and support staff |
| Benchmark Data Analysis Professional Development | Professional development will be provided that will give the instructional staff the skills needed to analyze benchmark data and how to use that data to further student achievement.  | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000           | School leaders, instructional coaches, instructional staff                     |

**District Improvement Plan**

Cesar Chavez Academy

|   |   |                       |        |           |            |            |        |   |
|---|---|-----------------------|--------|-----------|------------|------------|--------|---|
| Professional Development  | Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | The district administrative team is responsible for this activity.  |
| Professional Development/Implementation of the Integrated Math strategy | All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).   | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | The High School's administrative team (school leader, instructional coach, ELL coach) are responsible for facilitating professional development workshop. |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|--|--------|-----------|------------|------------|---------|---|
| Informational Text and Leveled Readers (Spanish & English) | Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Academic Support Program, Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$6500  | School leader, instructional coach, administrative team, support staff, and the district director of compliance                   |
| Professional development / PLC                             | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development). Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P as they relate to science instruction. Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.  | Professional Learning                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2000  | The districts administrative team(school leaders, instructional coaches, ELL coach) are responsible for monitoring this strategy. |
| Benchmark Data Analysis Professional Development           | Professional development will be provided that will give the instructional staff the skills needed to analyze benchmark data and how to use that data to further student achievement.  | Professional Learning                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000 | School leaders, instructional coaches, instructional staff  |
| Professional Development on High Yield Tier I Instruction  | The staff will receive training on how to implementation of the common core state standards and on how vertically align the curriculum. Frequent observations will take place by the instructional coach, the school leader, and the district director of compliance to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.  | Implementation, Professional Learning        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$6000  | Instructional staff, instructional coaches, school leaders, and the district director of compliance                               |

## District Improvement Plan

Cesar Chavez Academy

|                                    |  |   |        |           |            |            |        |   |
|------------------------------------|--|---|--------|-----------|------------|------------|--------|---|
| Sustainable PD on Using Technology | Instructional staff will be equipped the essential tools to teach using Ipads and technology in the form of on-going professional development  | Technology ,<br>Professiona<br>l Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2000 | Instructiona<br>l staff,<br>coach,<br>school<br>leader  |
| Professional Development on DI     | Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies, formative assessment).  | Professiona<br>l Learning                 | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$5000 | The districts<br>administrati<br>ve team<br>(school<br>leaders,<br>instructiona<br>l coaches,<br>ELL coach,<br>district<br>director of<br>compliance<br>and core<br>team<br>leader) and<br>teachers<br>are<br>responsible<br>for<br>monitoring<br>and<br>implem<br>ting this<br>strategy. |
| Professional development / PLC     | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science. Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom. Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment. | Professiona<br>l Learning                 | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | The districts<br>administrati<br>ve team<br>(school<br>leaders,<br>instructiona<br>l coaches,<br>ELL coach)<br>are<br>responsible<br>for<br>facilitating<br>professiona<br>l<br>developme<br>nt<br>workshop.  |

## District Improvement Plan

Cesar Chavez Academy

|   |  |  |        |           |            |            |         |   |
|---|--|--|--------|-----------|------------|------------|---------|---|
| Formative Assessment and Data Analysis Professional Development | Instructional staff and coaches will receive professional development on developing formative assessments, and on analyzing and effectively using the formative assessment data. Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments                           | Teacher Collaboration, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional staff, instructional coach and district director of compliance   |
| Professional development / PLC/Instructional Learning Cycles    | The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOB training. Teachers will receive various professional learning opportunities in Social Studies. | Professional Learning                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating the professional learning communities and PD. |
| SIOB Professional Development                                   | Teachers and district administrative teams will be provided with ongoing professional development on the SIOB components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).  | Professional Learning                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$18200 | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy.                             |
| Writing Across the Science Curriculum                           | Professional development focused on writing across the content areas will educate instructional staff on how to build in rigor through increased opportunities to write. Students will increase the amount of writing to showcase content knowledge and practice Next Generation Science Standards skills.   | Implementation, Professional Learning        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, instructional staff, support staff  |



## District Improvement Plan

Cesar Chavez Academy

|  |   |                       |        |           |            |            |         |   |
|--|---|-----------------------|--------|-----------|------------|------------|---------|---|
| Curriculum Alignment Professional Development    | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum to the Common Core State Standards and the instruction and assessment outlined in the (QSIP). For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.   | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$44750 | The districts administrative team are responsible for facilitating professional development workshop. |
| Professional Development for District Leadership | Instructional coaches, District ELL coaches and the District Director of Compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team  |

**District Improvement Plan**

Cesar Chavez Academy

|   |   |                       |        |           |            |            |         |  |
|---|---|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional Development                      | Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the Rtl process. | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district coordinator and RVP) are responsible for facilitating professional development workshop. |
| Curriculum Alignment Professional Development | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum to the Common Core State Standards and the instruction and assessment outlined in the (QSIP).  | Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$40750 | The district's administrative team (school leaders, instructional coaches, ELL coach, district director of compliance)   |

## District Improvement Plan

Cesar Chavez Academy

|  |   |  |        |           |            |            |        |  |
|--|---|--|--------|-----------|------------|------------|--------|--|
| Professional development / PLC   | Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning                          | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | The district administrative team.  |
| Professional Development on RLAC /Phonics First and Phonemic Awareness | Teachers will receive sustainable and ongoing professional development on targeted interventions.   | Monitor  | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$3500 | School leader, instructional coach, instructional staff  |
| Professional development / PLC   | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. CCA uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom.  | Professional Learning                          | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$434  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for m |
| Professional Development/Learning                                      | School personnel such as the parent liaison and social worker who serve as the MV Liaison will participate in regular professional learning sessions.   | Academic Support Program, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | School Leader, MV Liaison  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                       |        |               |            |            |        |  |
|---|---|-----------------------|--------|---------------|------------|------------|--------|--|
| Professional Development  | Teachers will be provided with ongoing professional development on strategies for implementing DI in reading comprehension and informational text, incorporating reading stations and labs, and into all Tier I instruction. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction, Writing in the Common Core, Phonemic Awareness, Station-Based Learning, and Implementing the CCSS. | Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$7000 | District administrative team<br>School leaders,<br>instructional coaches.                                |
| Writing Workshops   | Professional learning in writing across the curriculum.   | Professional Learning | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000 | School Leaders,<br>Curriculum Director   |
| Professional Development on Reading Best Practices and Assessment | Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.  | Direct Instruction    | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$4800 | Instructional staff,<br>instructional coaches,<br>school leaders,<br>and district director of compliance |
| Formative Assessment and Data Analysis Professional Development   | Instructional staff and coaches will receive professional development on developing formative assessments, and on analyzing and effectively using the formative assessment data. Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments  | Professional Learning | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$2800 | School leader,<br>instructional staff,<br>instructional coach  |
| Professional development on cross curricular instruction          | PD on cross curricular instruction to support teachers in implementing high engaging lessons  | Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$4500 | School leader,<br>instructional coach,<br>support staff and instructional staff                          |

**District Improvement Plan**

Cesar Chavez Academy

|   |  |                       |        |           |            |            |         |  |
|---|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC                        | Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).  | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |
| Professional Development on Mapping and Pacing Guides | As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.  | Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3624  | School leader and coach  |
| Professional Development                              | Instructional coaches, District ELL coaches and the district director of compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process.district director of compliance | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The district administrative team   |

## District Improvement Plan

Cesar Chavez Academy

|                                |  |                       |        |           |            |            |         |  |
|--------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science. Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom. Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment. | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$7000  | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |
| Professional development / PLC | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. CCA uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom.                   | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for m              |
| SIOF Professional Development  | Teachers and district administrative teams will be provided with ongoing professional development on the SIOF components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).  | Professional Learning | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$18200 | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy.                |

## District Improvement Plan

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|   |   |  |        |           |            |            |         |   |
|---|---|--|--------|-----------|------------|------------|---------|---|
| Professional Development  | Teachers will be provided with ongoing professional development on strategies for implementing DI in reading comprehension and informational text, incorporating reading stations and labs, and into all Tier I instruction. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction, Writing in the Common Core, Phonemic Awareness, Station-Based Learning, and Implementing the CCSS. | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000 | District administrative team<br>School leaders,<br>instructional coaches. |
| Continuous planning of professional development sessions focused on quality instruction and best practices by administration. | Staff will engage in a series of PD that expounds on best practices.  | Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$35000 | School leader and instructional coach                                     |
| Sheltered Instruction Training that addresses 8 components of SIOP  | Teachers will attend training in the 8 components of Sheltered Instruction throughout the school year.  | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leaders, instructional coaches, ELL coaches                        |

**District Improvement Plan**

Cesar Chavez Academy

|                                |  |                       |        |           |            |            |         |   |
|--------------------------------|--|-----------------------|--------|-----------|------------|------------|---------|---|
| Professional Development       | Teachers will be provided with ongoing professional development on the technology resources purchased in the district.   | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for facilitating professional development workshops |
| Professional development / PLC | <p>Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction). On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development. Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for Social Studies department</p> <p>School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.</p> | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop.                                  |



## District Improvement Plan

Cesar Chavez Academy

|   |  |  |        |           |            |            |         |  |
|---|--|--|--------|-----------|------------|------------|---------|--|
| Increase and Provide PD on SIOP and Best Practices for ELL Students   | District will provide an increase of PDs days with a focus on educating ELL on all levels (servicing and exiting students).  | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | School leader, ELL coach and instructional coach   |
| Professional Development on Using Technology with Elementary Students | At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; Accelerated Reader, iPad training, Promethean training, Solo6.   | Technology, Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500  | Instructional staff, coach, school leader  |
| PBIS Professional Development   | Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days. | Professional Learning  | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$2500  | School leadership, instructional leadership team, instructional staff, support staff, office staff   |
| Professional development / PLC  | Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).  | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$12000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |

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|  |  |                              |               |                  |                   |                   |               |  |
|--|--|------------------------------|---------------|------------------|-------------------|-------------------|---------------|--|
| <p>Professional development / PLC</p>          | <p>Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction). On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development. Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for Social Studies department</p> <p>School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$7000</p> | <p>The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop.</p>                                  |
| <p>Professional development / PLC for MTSS</p> | <p>Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.</p>  | <p>Professional Learning</p> | <p>Tier 2</p> | <p>Monitor</p>   | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$9000</p> | <p>The districts administrative team(school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for facilitating professional development workshop.</p> |

## District Improvement Plan

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|   |   |   |        |               |            |            |        |   |
|---|---|---|--------|---------------|------------|------------|--------|---|
| District and School Improvement Planning Professional Development | District improvement team members will require professional development on: Grants, Legislative Policies & Procedures, ASSIST diagnostics, District/School Improvement Frameworks, Data Review and Analysis, Curriculum Alignment, Program Evaluation, and Effectively Using Technology.  | Policy and Process, Professional Learning | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000 | School leaders, instructional coaches, school improvement team leads, and the district director of compliance |
| PD on Close & Critical Reading Strategies                         | Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.   | Professional Learning                     | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$3500 | All ELA Instructors   |
| Professional Development for District Leadership                  | Instructional coaches, District ELL coaches and the District Director of Compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning                     | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000 | The district administrative team  |

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|  |  |                              |               |                      |                   |                   |               |   |
|--|--|------------------------------|---------------|----------------------|-------------------|-------------------|---------------|---|
| <p>MTSS/Rtl Professional Development</p> | <p>Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.</p>  | <p>Professional Learning</p> | <p>Tier 2</p> | <p>Monitor</p>       | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$5500</p> | <p>Instructional coaches, instructional staff, interventionists, Rtl coordinators</p> |
| <p>School Leadership Training</p>        | <p>Instructional coaches, District ELL coaches and the District Director of Compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$5000</p> | <p>District Administrative Team</p>   |

## District Improvement Plan

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|   |  |   |        |               |            |            |         |   |
|---|--|---|--------|---------------|------------|------------|---------|---|
| Rtl Professional Development  | Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. | Professional Learning   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$1000  | School leaders, instructional staff, instructional coaches, interventionists, Rtl coordinators      |
| Administrators and staff will receive technical support on how to manage and deliver services to ELL students in the RTI process. | Technical support from outside agencies and consultants will give feedback to staff to promote growth through the RTI process and offer suggestions for improvement for ELL students.  | Academic Support Program, Direct Instruction, Implementation, Materials | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$35000 | Consultant, teachers, instructional support team, administration team, instructional and ELL coach  |
| Professional Development on High Yield Tier I Instruction   | The staff will receive training on how to implementation of the common core state standards and on how vertically align the curriculum. Frequent observations will take place by the instructional coach, the school leader, and the district coordinator of student learning to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.   | Professional Learning   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$6000  | Instructional staff, instructional coaches, school leaders, and the district director of compliance |

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|                                     |  |   |        |           |            |            |         |  |
|-------------------------------------|--|---|--------|-----------|------------|------------|---------|--|
| Response to Intervention/Data Coach | A response to intervention coach will oversee the RtI process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate RtI meetings  | Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Walkthrough, Professional Learning | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$33000 | Administration   |
| Professional Development            | Teachers will be provided with ongoing professional development on strategies for implementing DI in reading comprehension and informational text, incorporating reading stations and labs, and into all Tier I instruction. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction, Writing in the Common Core, Phonemic Awareness, Station-Based Learning, and Implementing the CCSS.  | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$13000 | District administrative team<br>School leaders, instructional coaches.   |
| Professional development / PLC      | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. CCA uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom. | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for m |

**District Improvement Plan**

Cesar Chavez Academy

|                          |   |                       |        |           |            |            |        |   |
|--------------------------|---|-----------------------|--------|-----------|------------|------------|--------|---|
| Professional Development | Teachers will be provided with ongoing professional development on strategies for implementing DI in reading comprehension and informational text, incorporating reading stations and labs, and into all Tier I instruction. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction, Writing in the Common Core, Phonemic Awareness, Station-Based Learning, and Implementing the CCSS. | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | District administrative team<br>School leaders,<br>instructional coaches. |
|--------------------------|---|-----------------------|--------|-----------|------------|------------|--------|---|

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

| Activity Name  | Activity Description   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|--|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Professional development / PLC/Instructional Learning Cycles | The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training. Teachers will receive various professional learning opportunities in Social Studies. | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$40000           | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating the professional learning communities and PD. |
| Monitor Strategy   | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy                            | Direct Instruction    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0               | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop.            |



## District Improvement Plan

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|  |  |                                     |        |           |            |            |         |  |
|--|--|-------------------------------------|--------|-----------|------------|------------|---------|--|
| Daily walk-through / In-class support  | Instructional coaches, District ELL coach will conduct daily walk through to provide teachers with non-evaluative and evaluative feedback.   | Walkthrough                         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0     | The district administrative team   |
| Professional development / PLC         | <p>Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction). On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development. Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for Social Studies department</p> <p>School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.</p> | Professional Learning               | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$17000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop.                   |
| Purchase resources to support Rtl / DI | Teachers will be provided with materials and supplies to support SLOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction.   | Academic Support Program, Materials | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$92500 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for researching and purchasing resources that support best practices. |

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|   |   |  |        |           |            |            |        |   |
|---|---|--|--------|-----------|------------|------------|--------|---|
| Professional development / PLC                | Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | The district administrative team.   |
| Instructional Coaching for Teachers           | The Instructional Coaches, District ELL Coach will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.   | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0    | The district administrative team.   |
| Monitor the Implementation of SIOP components | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis.   | Academic Support Program                     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0    | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis. |

## District Improvement Plan

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|                                |   |                        |        |           |            |            |         |  |
|--------------------------------|---|------------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).   | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$32000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |
| Develop a strategic plan       | The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.   | Policy and Process     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$8000  | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these programs.                  |
| Curriculum Alignment to NGSS   | Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards). Utilization of FocalPointK-12, or a program similar, that will be used to monitor and track the progress of students' understanding of grade level content (including state and NGSS standards). This will drive instruction by providing a link between content standards, direct instruction, student progress, and assessments allowing for targeted interventions and support for all students in all tiers. Greater monitoring of standards based instruction. | Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for the monitoring the alignment.                   |

## District Improvement Plan

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|                                |  |                              |        |           |            |            |          |   |
|--------------------------------|--|------------------------------|--------|-----------|------------|------------|----------|---|
| Professional development / PLC | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science. CCA uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Teachers will attend professional development that educates them on the new standards (NGSS) and the strategies needed to implement the Michigan Science Curriculum successfully. We need professional development on implementing the updated FOSS kits in order to help teachers use the kits in the classroom. | Professional Learning        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$7934   | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for m              |
| Monitor Strategy               | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies using common walk through tools.  | Monitor                      | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$240000 | The districts administrative team(school leaders, instructional coaches, ELL coach) will monitor the implementation of these strategies on a daily basis. |
| Off campus learning            | Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.   | Extra Curricular, Field Trip | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5755   | The school leaders and instructional coaches are responsible for this activity.   |

## District Improvement Plan

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|                                |  |                                    |        |           |            |            |         |  |
|--------------------------------|--|------------------------------------|--------|-----------|------------|------------|---------|--|
| Professional development / PLC | Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science. Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom. Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment. | Professional Learning              | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$22000 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for facilitating professional development workshop. |
| Purchase additional resources  | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.   | Implementation, Materials, Other   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000 | The districts administrative team (school leaders, instructional coaches, ELL coach) is responsible for the purchase of resources needed to support DI.  |
| Revise schedule                | School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.  | Policy and Process, Implementation | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0     | The districts administrative team (school leaders, instructional coaches, ELL coach) will ensure the implementation of the strategy.                     |

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|                                       |   |                                       |        |           |            |            |         |   |
|---------------------------------------|---|---------------------------------------|--------|-----------|------------|------------|---------|---|
| Daily walk-through / In-class support | Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.   | Academic Support Program, Walkthrough | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0     | The district administrative team.   |
| Data Analysis                         | Instructional coaches, District ELL coach will analyze building level data by grade and content to assist in planning instruction.  | Monitor, Evaluation                   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0     | The district administrative team.   |
| Professional Development              | Instructional coaches, District ELL coaches will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning                 | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The district administrative team is responsible for this activity.  |
| Monitor Strategy                      | The instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students.  | Monitor                               | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$30000 | The districts administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis. |

## District Improvement Plan

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|   |   |                          |        |           |            |            |         |   |
|---|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Professional development / PLC                | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development). Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P as they relate to science instruction. Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. | Professional Learning    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$12000 | The districts administrative team(school leaders, instructional coaches, ELL coach) are responsible for monitoring this strategy. |
| Purchase additional resources                 | Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.   | Materials                | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000 | The school leader is responsible for the purchase of additional materials.  |
| After School Tutoring                         | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.   | Academic Support Program | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$98000 | School leader, instructional coach, instructional staff.  |
| ELL Summer School Program                     | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school   | Academic Support Program | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$47700 | School leaders, instructional coach, instructional staff.   |
| Parental Involvement Activities and Resources | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.   | Parent Involvement       | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$36940 | School leader, instructional coach, consultant, and teachers.   |

## District Improvement Plan

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|   |   |   |        |           |            |            |          |   |
|---|---|---|--------|-----------|------------|------------|----------|---|
| Utilize ESL Teachers / Support Staff          | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.  | Academic Support Program                      | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$70000  | School leader, instructional coach, teachers  |
| Curriculum Alignment to CCSS                  | The staff will use the TLG Pacing Guides, and curriculum resources such as Curriculum Crafter and Atlas Rubicon, to support the implementation of the Cesar Chavez curriculum aligned to the Common Core State Standards (CCSS).    | Curriculum Development, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3000   | The district's administrative team (school leaders, instructional coaches, ELL coaches, director of compliance) are responsible for purchasing this resource. |
| Data Analysis of Curriculum                   | The director of compliance, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse. | Technology, Curriculum Development            | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$120000 | The director of compliance, the school instructional coaches and school leaders are responsible for analyzing data.   |
| Curriculum Alignment Professional Development | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum to the Common Core State Standards and the instruction and assessment outlined in the (QSIP).      | Professional Learning                         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$44750  | The district's administrative team (school leaders, instructional coaches, ELL coach, district director of compliance)  |



## District Improvement Plan

Cesar Chavez Academy

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| Monitor Strategies                     | The district's administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) will monitor the implementation of these strategies on a daily basis.  | Monitor   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$120000  | District administrative team   |
| Professional Development               | Teachers will be provided with ongoing professional development on strategies for implementing DI in reading comprehension and informational text, incorporating reading stations and labs, and into all Tier I instruction. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction, Writing in the Common Core, Phonemic Awareness, Station-Based Learning, and Implementing the CCSS. | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$65000   | District administrative team<br>School leaders, instructional coaches.   |
| Purchase additional resources          | Teachers will be provided with materials and supplies to support the best practices of differentiated instruction. For example, visual aids graphic organizers, grade leveled books, books on tape, head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.   | Supplemental Materials  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$18000   | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for researching , recommending and the purchase of additional resource materials. |
| Hire additional Academic Support staff | The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the MTSS process.   | Academic Support Program, Monitor, Direct Instruction, Implementation | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$1730324 | School leaders are responsible for hiring staff.   |

## District Improvement Plan

Cesar Chavez Academy

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| Summer School Program                            | Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies and personnel to support instruction.   | Academic Support Program           | Tier 2 | Monitor | 07/01/2020 | 08/31/2020 | \$212500 | School leader, instructional coaches and teachers.  |
| Walk-Throughs                                    | Instructional coaches, District ELL coaches, District Director of Compliance, and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walk-Throughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported. Daily, Weekly and Monthly walk-throughs will be used as a form of data to measure success of various components of learning.  | Walkthrough, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$60000  | School leader, instructional staff, instructional coach and District Director of Compliance |
| Data Analysis                                    | Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.  | Monitor                            | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0      | The district administrative team  |
| Professional Development for District Leadership | Instructional coaches, District ELL coaches and the District Director of Compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning              | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000  | The district administrative team  |

**District Improvement Plan**

Cesar Chavez Academy

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| Parent Literacy Resources | Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops. | Parent Involvement | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$25000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for researching, recommending and the purchase of additional resource materials. |
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**District Improvement Plan**

Cesar Chavez Academy

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| <p>Hire or retain additional support staff</p> | <p>The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach, ELL Coordinators) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process. Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week. 31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills. 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and Rtl. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.</p> | <p>Academic Support Program</p>          | <p>Tier 2</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$652456</p> | <p>The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district director of Compliance ) are responsible for hiring staff to support the Rtl program.</p> |
| <p>Monitor the MTSS Process</p>                | <p>The district administrative team will monitor the MTSS process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include NWEA, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, SAT, Pre and Post test, DIBELS K-3 and Phonics screeners.</p>  | <p>Academic Support Program, Monitor</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$0</p>      | <p>The districts administrative team(school leaders, instructional coaches, district director of compliance ), in collaboration with Data/Rtl coaches, are responsible for monitoring the MTSS programs.</p>    |

**District Improvement Plan**

Cesar Chavez Academy

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| Professional development / PLC for MTSS | Professional development will be provided to create an effective RtI team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. | Professional Learning                          | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$9350  | The districts administrative team(school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for facilitating professional development workshop.    |
| Purchase Progress Monitoring Tools      | The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Moby Max, NWEA to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level.   | Technology , Academic Support Program, Monitor | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$60000 | The districts administrative team(school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for purchasing the tools needed for the MTSS programs. |

## District Improvement Plan

Cesar Chavez Academy

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| Curriculum Alignment to CCSS                  | The staff will be provided with curriculum resources such as Curriculum Crafter or Atlas Rubicon to support the creation and implementation a Cesar Chavez curriculum aligned to the Common Core State Standards (CCSS).  | Curriculum Development, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3000   | The district's administrative team (school leaders, instructional coaches, district director of compliance, ELL coaches) are responsible for purchasing this resource. |
| Data Analysis of Curriculum                   | The district administrative team will review data from the progress monitoring tools: Study Island, NWEA, Fast math, and the SAT test and district formative and summative assessments. District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse. | Technology, Curriculum Development            | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$120000 | The districts administrative team are responsible for monitoring student performance data.   |
| Curriculum Alignment Professional Development | The district administrative team will participate in ongoing professional development to support the alignment of the curriculum to the Common Core State Standards and the instruction and assessment outlined in the (QSIP). For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.   | Professional Learning                         | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$44750  | The districts administrative team are responsible for facilitating professional development workshop.  |

**District Improvement Plan**

Cesar Chavez Academy

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| Data Analysis    | District director of compliance, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.  | Evaluation | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$0    | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance ) are responsible for analyzing data.                            |
| Monitor Strategy | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data. 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. | Monitor    | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$1000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance , core team leader) are responsible for monitoring the strategy. |

## District Improvement Plan

Cesar Chavez Academy

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| Professional Development on DI   | Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies, formative assessment).   | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$6000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance and core team leader) and teachers are responsible for monitoring and implementing this strategy. |
| Purchase resources to support DI | Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction. | Materials             | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$14000 | The school leaders and instructional coaches are responsible for purchasing additional materials.  |
| Data Analysis                    | Instructional coaches, District ELL coaches and district director of compliance will analyze building level data by grade and content to assist in planning instruction   | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The district administrative team   |



**District Improvement Plan**

Cesar Chavez Academy

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| Professional Development | Instructional coaches, District ELL coaches and the district director of compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. district director of compliance       | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The district administrative team   |
| Professional Development | Professional development will be provided to create an effective RtI team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the RtI process. | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district coordinator and RVP) are responsible for facilitating professional development workshop. |

## District Improvement Plan

Cesar Chavez Academy

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| Progress Monitoring Tools                       | The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.  | Academic Support Program, Monitor | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$20000  | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance and the core team leader) are responsible for researching and purchasing progress monitoring tools. |
| Hire or retain additional support staff         | The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process. | Academic Support Program          | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$730824 | School leaders are responsible for hiring staff.   |
| Planning Meeting                                | District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.   | Teacher Collaboration             | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$0      | District director of compliance and instructional coaches  |
| Hire Staff to Support Secure Campus Environment | All Schools will utilize 31A funding to promote a safe and secure environment.  | Policy and Process                | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$21500  | School leaders   |
| Increase Bandwidth                              | Increase bandwidth in every building to increase wireless capacity.   | Technology                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000   | The school leaders are responsible for working with the tech team to increase the bandwidth.   |

**District Improvement Plan**

Cesar Chavez Academy

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|---|---|-----------------------|--------|-----------|------------|------------|---------|---|
| Professional Development                          | Teachers will be provided with ongoing professional development on the technology resources purchased in the district.  | Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$20000 | The districts administrative team (school leaders, instructional coaches, ELL coach, district director of compliance) are responsible for facilitating professional development workshops |
| Purchase additional resources to support RtI / DI | The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math. | Technology            | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$87500 | The districts administrative team (school leaders, instructional coaches, ELL coach) are responsible for researching, recommending and the purchase of additional resource materials.     |

## District Improvement Plan

Cesar Chavez Academy

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| Utilize Instructional Coaches                | The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, reviewing lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Academic Support Program, Policy and Process, Monitor, Direct Instruction, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$400000 | School leader, district director of compliance, instructional coaches          |
| Staff to Support Secure Learning Environment | CCA will hire and retain staff who will promote a safe and secure learning environment including security, dean of students, PBIS coordinator, etc.   | Behavioral Support Program, Other  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$135000 | School leaders   |
| Anti-bullying                                | CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.   | Behavioral Support Program   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$75000  | School leader  |
| PBIS Professional Development                | Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year  | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500   | School leaders, instructional coaches, PBIS teams, teachers, and support staff |
| PBIS Meetings                                | PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.  | Teacher Collaboration  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0      | School leaders, instructional coaches, PBIS teams                              |
| Utilize the LEADS System                     | The district will utilize the LEADS System within PowerSchool, in order to collect and disaggregate student behavior data.  | Technology, Policy and Process, Materials  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2000   | School leaders, support staff  |

## District Improvement Plan

Cesar Chavez Academy

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| Writing Workshops  | Professional learning in writing across the curriculum.  | Professional Learning  | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000   | School Leaders, Curriculum Director                                    |
| Daily Use of "Can Do/Can" Statements   | Instructional Staff will refer to and use WIDA standards to deliver instruction, monitor growth and evaluate teaching strategies.  | Academic Support Program, Direct Instruction, Implementation                                     | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0      | Instructional staff and administration                                 |
| Staff will receive technical support to ensure implementation with fidelity of ILCs.             | Teaching staff, along administration will receive support from TLG and WRESA to sure ILCs are implemented with fidelity.   | Academic Support Program, Policy and Process, Monitor, Direct Instruction, Teacher Collaboration | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$125000 | School leader, instructional coach, WRESA and TLG                      |
| All teachers will use, refer to and update word walls.   | Teachers will use word walls to build vocabulary.  | Monitor, Direct Instruction, Walkthrough   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$650    | Teachers, instructional staff, instructional and ELL coach             |
| Teachers will use graphic organizers, such as the Frayer Model to introduce content vocabulary.  | Teachers will use many graphic organizers to help with comprehend of content.  | Monitor, Direct Instruction, Implementation, Materials   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$650    | Teachers, instructional and ELL coach, administration                  |
| All classrooms will utilize close and critical reading strategies when reading content material. | Teachers will receive PD on close and critical reading strategies and are expected to use them in weekly classroom instruction and planning for whole group and small group. | Academic Support Program, Monitor, Direct Instruction  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$550    | Instructional staff, instructional coach, administration and ELL coach |

**District Improvement Plan**

Cesar Chavez Academy

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| <p>Continuous planning of professional development sessions focused on quality instruction and best practices by administration.</p> | <p>Staff will engage in a series of PD that expounds on best practices.</p> | <p>Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials, Professional Learning</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$35000</p> | <p>School leader and instructional coach</p> |
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**District Improvement Plan**

Cesar Chavez Academy

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| <p>Teaching the Common Core State Standards</p> | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), This will be accomplished by using a rigorous lesson planning model. This model will be used to translate the standards into learning. By focusing on continuous improvement, the staff will employ exemplary practices that will increase learning and achievement. Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.</p> <p>The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop student learning maps that provide a focus for teacher planning and clearly communicate the expected learning to students.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will create student learning maps. These maps will be derived from the academy's standards driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the student learning maps will provide a consistent access to the standards and the curriculum throughout the school. This activity will be monitored by the instructional coach, district coordinator of student learning, and the school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them. This will require an online observation tool/app to record observations, transmit feedback, and generate data.</p> | <p>Monitor, Direct Instruction</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$6000</p> | <p>Instruction staff, instructional coaches, school leaders, district director of compliance</p> |
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## District Improvement Plan

Cesar Chavez Academy

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| <p>Effective and Ongoing Data Analysis</p> | <p>FocalPointK-12, 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.</p> <p>The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results. FocalPointK-12 or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.</p> | <p>Technology , Monitor</p>                       | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$75000</p> | <p>Instructional staff, instructional coaches, school leaders, and district director of compliance</p> |
| <p>Student Engagement</p>                  | <p>Teachers will receive professional development on engagement strategies which will be incorporated into their lesson plans and delivery. Classroom participation and mastery will increase from increased levels of engagement.</p>   | <p>Supplemental Materials, Direct Instruction</p> | <p>Tier 1</p> | <p>Monitor</p>   | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$25000</p> | <p>Instructional staff, instructional coaches, school leaders, and district director of compliance</p> |
| <p>Academic Vocabulary</p>                 | <p>Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and prerequisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.</p>  | <p>Direct Instruction</p>                         | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$1000</p>  | <p>Instructional staff, instructional coaches, school leaders, and district director of compliance</p> |



## District Improvement Plan

Cesar Chavez Academy

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| School Improvement Coach  | The school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development. | Policy and Process, Curriculum Development, Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$15000 | School Improvement Coach  |
| Professional Development on Reading Best Practices and Assessment | Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.   | Direct Instruction   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$4800  | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| Rigorous Reading Strategies                                       | Teachers will utilize best practices and recommended strategies to teach the Common Core State Standards including close reading, paired texts, use of graphic organizers, building background knowledge, and academic vocabulary instruction. Teachers will increase the use of informational text to align with recommendations set forth by national and state standards. Students will benefit from more rigorous instruction that aligns with the Common Core State Standards.                              | Direct Instruction   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0     | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| Close and Critical Reading and Writing Strategies                 | Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).  | Direct Instruction   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$4000  | Instructional staff, instructional coaches, school leaders                                      |
| 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 1 | Monitor | 08/01/2019 | 06/30/2020 | \$68250 | Instructional staff, instructional coaches, school leaders, and support staff                   |

**District Improvement Plan**

Cesar Chavez Academy

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|--|---|--------------------|--------|---------|------------|------------|---------|---|
| Writing Across the Content Areas                           | Writing curriculum and materials to teach and implement strategies across content area<br>Professional development for instructional staff to improve the amount and rigor of writing across content areas  | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$15000 | Instructional staff, instructional coaches, school leaders, and support staff |
| Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy | Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through biweekly walk-throughs. | Direct Instruction | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0     | School leader, instructional staff, instructional coach                       |

**District Improvement Plan**

Cesar Chavez Academy

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| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist Cesar Chavez to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> <p>Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. Teachers and support staff will analyze results for formative and</p> | <p>Monitor</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$0</p> | <p>School leader, instructional staff, instructional coach</p> |
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## District Improvement Plan

Cesar Chavez Academy

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|   | staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.  |                       |        |         |            |            |         |   |
| Formative Assessment and Data Analysis Professional Development | Instructional staff and coaches will receive professional development on developing formative assessments, and on analyzing and effectively using the formative assessment data. Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments   | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2800  | School leader, instructional staff, instructional coach     |
| Focal PointK12  | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understandings 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.   | Technology, Monitor   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$10835 | School leader, instructional staff, instructional coach     |
| Data Analysis of Benchmark and Local Assessments                | NWEA, MStep, WIDA/ELPA, DRA, StudyIsland, MLLP, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction.  | Monitor               | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5300  | Instructional coach, school leader                          |
| Hands-On Learning   | Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material. Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning stations. These include: activities, games, and manipulative materials. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the CCA Curriculum, and the Common Core State Standards. Teachers employ the strategies needed to effectively differentiate lessons and assessments, based on student readiness, learning styles, and needs. | Direct Instruction    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5500  | Instructional coach, instructional staff, and support staff |

## District Improvement Plan

Cesar Chavez Academy

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| 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 MTSS process.  | Academic Support Program | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$375000 | Instructional coach, instruction staff, and support staff   |
| Reading Interventions                        | Reading intervention classes are monitored by a reading interventionists that also provides intensive reading interventions to identified at-risk students.  | Academic Support Program | Tier 3 | Evaluate | 08/01/2019 | 06/30/2020 | \$48500  | The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff     |
| Technology Acquisition                       | To ensure effective integration of technology, interactive boards and the technology to effectively 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 | Monitor  | 08/01/2019 | 06/30/2020 | \$100000 | School leadership, instructional leadership team, instructional staff, support staff, technology team       |
| Utilize Technology                           | Students will use computer software programs (IXL, Study island, FocalPointK12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as Star Reader/Accelerated Reader, RAZ kids, StudyIsland, and Scholastic News that provide real time data to drive instruction. | Technology               | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$57400  | School leadership, instructional leadership team, instructional staff, support staff, technology leadership |
| Utilize Technology/Hardware in the Classroom | Students will use iPads, laptops, desktops, NEOS, audio players, and other hardware to increase mastery and work at their ability level to address the gap in achievement.   | Technology               | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$10000  | School leader, coach, teachers and support staff  |

## District Improvement Plan

Cesar Chavez Academy

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| District Improvement Meetings                                     | The district will host a planning meeting to review student achievement data, credits and curriculum resources.  | Policy and Process, Curriculum Development, Getting Ready | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | School leaders, instructional coaches, school improvement team leads, and the district director of compliance |
| District and School Improvement Planning Professional Development | District improvement team members will require professional development on: Grants, Legislative Policies & Procedures, ASSIST diagnostics, District/School Improvement Frameworks, Data Review and Analysis, Curriculum Alignment, Program Evaluation, and Effectively Using Technology. | Policy and Process, Professional Learning                 | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000  | School leaders, instructional coaches, school improvement team leads, and the district director of compliance |
| Summer School Program Administrator                               | Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.   | Academic Support Program, Monitor                         | Tier 1 | Monitor       | 07/01/2019 | 08/29/2019 | \$11500 | Administrative team, Summer School program administrator  |
| After School Study Skills   | Identify students that are at risk in language arts for after school support on targeted skills.   | Academic Support Program                                  | Tier 3 | Monitor       | 08/01/2019 | 06/30/2020 | \$16500 | School leader, coach, teachers and highly qualified aides   |
| Increase Use of Research and Evidence Based Interventions         | Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.                                     | Direct Instruction  |        | Monitor       | 08/01/2019 | 06/30/2020 | \$3000  | School leader, coach and instructional staff  |

## District Improvement Plan

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| Academic Vocabulary         | Teachers will incorporate academic vocabulary into daily lessons across all content areas.  | Academic Support Program, Direct Instruction, Curriculum Development | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000 | Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers  |
| RtI Meetings                | The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement. Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).   | Academic Support Program, Monitor                                    | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$0    | School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach |
| Documented Referral Process | <p>At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff, and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed to monitor strategies being used and plan for the next steps of implementation of techniques and strategies that directly highlight and address the areas of improvement.</p> <p>From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).</p> | Policy and Process   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$0    | School leadership, instructional leadership team, instructional staff, support staff, office staff         |

## District Improvement Plan

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| PBIS Incentives  | Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.   | Behavioral Support Program     | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$7000  | School leadership, instructional leadership team, instructional staff, support staff, office staff                    |
| Marzano's Observation Tool                               | Web-based site license for Teacher Observations   | Monitor, Walkthrough           | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0     | Administration, instructional coach, data coach, RTI coach, Department of Academic Achievement                        |
| Teacher Evaluation Platform                              | A framework for evaluating teachers and administrators will be selected. This framework will meet the requirements as dictated by the Michigan Department of Education. The framework will necessitate the acquisition of a data collection tool that works with the framework.   | Policy and Process, Evaluation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$10000 | School leaders, instructional coaches, district director of compliance  |
| Professional Development for Teacher Evaluation Platform | The administrative team will require professional development on the teacher/administration framework and the data collection tool.   | Professional Learning          | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000  | Administrative Team   |
| Professional Learning Communities                        | School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, best practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning. | Professional Learning          | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2000  | School leadership, instructional leadership team, district director of compliance, instructional staff, support staff |



## District Improvement Plan

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| Collaboration with District Director of Compliance | Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.  | Academic Support Program, Policy and Process, Curriculum Development | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0     | School leader, instructional coach and district director of compliance  |
| 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. | Curriculum Development, Professional Learning, Evaluation            | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$13500 | District coordinator for student learning, school leaders, instructional coaches, instructional staff, and ELA coach  |
| Parent Meetings                                    | The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success. 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 | Monitor       | 08/01/2019 | 06/30/2020 | \$7000  | School leadership, instructional leadership team, instructional staff, support staff, office staff, School Home-Community Liaison, General Education Staff, and Support Staff |
| Home Visits  | Stipends for teachers who conduct home visits for students who are at-risk (chronologically absent).  | Parent Involvement   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$2000  | administration, community liaison, teachers, support staff, instructional support   |

## District Improvement Plan

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| After School Events                                       | After school events such as literacy night, math night, and science night that will engage families will instructional activities and strategies that can be done at home. Students will be able to take home manipulative materials, books, and learning games to bridge the home/school connection.   | Parent Involvement                           | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1500   | administrative team, teachers, support staff                                     |
| Parent Newsletter Subscriptions                           | Subscriptions to newsletters for parents to support the home/school connection and support parents with added strategies  | Parent Involvement                           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$500    | administrative team, community liaison   |
| Distribute Literature to Inform Parents on ELA Strategies | Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.   | Parent Involvement                           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1500   | School leader, instructional coach and instructional and support staff           |
| Attendance/Tuancy Coordinator                             | A district truancy officer who will work with school attendance personnel to coordinate a district attendance program. The truancy officer will work with students, families, and school personnel to implement this district program.  | Academic Support Program, Parent Involvement | Tier 3 | Implement | 08/01/2019 | 06/30/2020 | \$35000  | Administration, Community Liaisons, School Attendance Personnel, Truancy Officer |
| Data Analysis   | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.   | Monitor                                      | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$284500 | Instructional coaches. and schools leaders are responsible for analyzing data.   |
| Collaboration Time  | Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Teacher Collaboration                        | Tier 3 | Implement | 08/01/2019 | 06/30/2020 | \$0      | General education teachers, special education teachers                           |

## District Improvement Plan

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| Effective and Ongoing Data Analysis                               | <p>FocalPointK12, 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.</p> <p>The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results. FocalPointK12, or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.</p> | Technology, Monitor                   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$75000 | Instructional staff, instructional coaches, school leaders, and district director of compliance     |
| Professional Development on High Yield Tier I Instruction         | The staff will receive training on how to implementation of the common core state standards and on how vertically align the curriculum. Frequent observations will take place by the instructional coach, the school leader, and the district director of compliance to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.   | Implementation, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$6000  | Instructional staff, instructional coaches, school leaders, and the district director of compliance |
| Best practices for teaching math aligned to Common Core           | All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research based best practices for teaching math and increasing student achievement.   | Direct Instruction                    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0     | All teachers; instructional coach; school leader  |
| Professional Development- Best Practice and High Yield Strategies | Teachers will participate in professional development to continue enhancing their craft. Professional development will target best practices in math- such as math talk, Marzano, Guided Math   | Professional Learning                 | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | administrative team, instructional coach  |

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| Grade level meetings                                 | Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.   | Communication         | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0      | All teachers; instructional support staff; instructional coach; school leader |
| Math coach   | A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.  | Teacher Collaboration | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000   | All teachers; instructional support staff; instructional coach; school leader |
| Increase Levels of Engagement                        | Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments. Students and teachers will use graphic organizers when modeling and displaying mastery. Students will utilize problem solving skills across all subjects including reading, writing, science, social studies, math and health as well. Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.                            | Direct Instruction    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000   | School leader, instructional coach, instructional staff                       |
| Professional Development- Rigor and Cognitive Demand | Teachers will participate in professional development to support rigor and cognitive demand   | Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000   | administrative team   |
| Instructional Coach                                  | The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring. The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Monitor               | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$132463 | Instructional Coach, School Leader  |

## District Improvement Plan

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| School Leadership Training                        | Instructional coaches, District ELL coaches and the District Director of Compliance will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the QSIP. In order to accomplish this, the school leaders, instructional coaches, and district coordinator for student learning will participate in training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, building leadership capacity, create a climate that is conducive to learning, cultivate leadership in others, improve instruction and student achievement, and manage people, data, and process. | Professional Learning    | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000 | District Administrative Team  |
| Collaboration Time                                | Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.   | Teacher Collaboration    | Tier 3 | Monitor       | 08/01/2019 | 06/30/2020 | \$0    | General education teachers, special education teachers                    |
| Use of Leveled Readers to Increase Reading Skills | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.  | Academic Support Program | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$5525 | School leader, instructional coach, support staff and instructional staff |
| Technology Professional Development               | Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.  | Professional Learning    | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000 | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

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| Best Practice Instruction/Marzano   | CCA will use Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction                                   | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$1500   | School leader, instructional coach, support staff and instructional staff                     |
| Academic and Behavior Interventions | Students will be identified by performance and LEADS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.  | Academic Support Program, Behavioral Support Program | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$390000 | School leader, instructional coach, support staff and instructional staff                     |
| Counseling and Support              | Use of social workers to enable us to positively address concerns in the lives of students and families in effort to improve the academic behaviors exhibited by students and to align families with resources in the community to foster positive home life experiences.  | Behavioral Support Program                           | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$250000 | School leader, instructional coach, support staff and instructional staff                     |
| New Technology                      | To ensure effective integration of technology, interactive boards and the technology to effectively 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 | Monitor  | 08/01/2019 | 06/30/2020 | \$50000  | School leader, instructional coach, support staff and instructional staff                     |
| 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 | Evaluate | 08/01/2019 | 06/30/2020 | \$125500 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |

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| 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 | 08/01/2019 | 06/30/2020 | \$135000 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |
| Science Experiments and Supplemental Science Materials | Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards. There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction. 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. | Direct Instruction, Materials     | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$29500  | School leader, instructional coach, support staff and instructional staff                     |
| Make Connections to Real Life Application              | Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.   | Technology                        | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2500   | School leader, instructional coach, support staff and instructional staff                     |
| Technology Professional Development                    | Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.   | Technology, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000   | School leader, instructional coach, support staff and instructional staff                     |
| 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 | Monitor | 08/01/2019 | 06/30/2020 | \$310000 | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |

## District Improvement Plan

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| Science Interventions                             | Students will be monitored within their respective science classes so that intensive science interventions may be provided for identified at-risk students. Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model. | Academic Support Program | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$390500 | School leader, instructional coach, instructional staff, 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       | 08/01/2019 | 06/30/2020 | \$500    | School leader, instructional coach, instructional staff, 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 | Monitor       | 08/01/2019 | 06/30/2020 | \$2000   | School Leader, Home-Community Liaison, General Education Staff, and Support Staff |
| Acquiring Aligned Materials                       | Materials will be purchased in order to ensure effective instruction of Next Generation Science Standards and state standards including curriculum resources, hands-on manipulative materials, and experiment materials.  | Materials                | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$100000 | School leader, instructional coach, instructional staff, support staff            |



## District Improvement Plan

Cesar Chavez Academy

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|---|--|--|--------|-----------|------------|------------|---------|--|
| Consistent Administration of Eagle Expectations and Eagle Dollars | Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior. Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.  | Behavioral Support Program                     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$17000 | School leader, instructional coach, instructional staff, support staff |
| Increased Use of Technology and Computer Assisted Programs        | Students will use computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. To ensure effective integration of technology, interactive boards and the technology to effectively 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 | Academic Support Program                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$40000 | School leader, instructional coach, instructional staff, support staff |
| Align Maps, Pacing Guides and Lesson Plans                        | Teachers will unpack the Science Michigan Curriculum Framework to write a pacing guide and lessons. They will also begin examining the New Michigan Science Standards for comparison.  | Policy and Process, Curriculum Development     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0     | School Leader, instructional coach, instructional staff                |
| Professional Development on Mapping and Pacing Guides             | As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.  | Professional Learning                          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3624  | School leader and coach  |
| Professional Development/Learning                                 | School personnel such as the parent liaison and social worker who serve as the MV Liaison will participate in regular professional learning sessions.  | Academic Support Program, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School Leader, MV Liaison  |

**District Improvement Plan**

Cesar Chavez Academy

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| Timely Assistance for Homeless students | The school and liaison must ensure the time and capacity of the liaison to perform required duties. In addition, to ensure unaccompanied Homeless Youth are immediately enrolled and informed of independent status FAFSA, as well as providing verification of that status. | Academic Support Program, Community Engagement | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | School leader and MV Liaison |
|---|--|--|--------|-----------|------------|------------|--------|------------------------------|

**District Improvement Plan**

Cesar Chavez Academy

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| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist Cesar Chavez to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement. Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings. Teachers and support staff will analyze results for formative and summative assessments to plan</p> | <p>Monitor</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>08/01/2019</p> | <p>06/30/2020</p> | <p>\$0</p> | <p>School leader, instructional staff, instructional coach and district director of compliance</p> |
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## District Improvement Plan

Cesar Chavez Academy

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|---|--|---|--------|-----------|------------|------------|---------|--|
|   | formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.   |   |        |           |            |            |         |  |
| Formative Assessment and Data Analysis Professional Development | Instructional staff and coaches will receive professional development on developing formative assessments, and on analyzing and effectively using the formative assessment data. Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments   | Teacher Collaboration, Professional Learning  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional staff, instructional coach and district director of compliance    |
| Focal PointK12  | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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.  | Technology, Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10800 | School leader, instructional staff, instructional coach and district director of compliance    |
| Professional Development on WIDA                                | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.   | Professional Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | Instructional coach, school leader, and the district director of compliance                    |
| Rtl Professional Development                                    | Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. | Professional Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000  | School leaders, instructional staff, instructional coaches, interventionists, Rtl coordinators |

## District Improvement Plan

Cesar Chavez Academy

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| MTSS/Rtl Professional Development                | Professional development will be provided to create an effective Rtl team. All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom. After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. | Professional Learning  | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500   | Instructional coaches, instructional staff, interventionists, Rtl coordinators |
| Benchmark Data Analysis Professional Development | Professional development will be provided that will give the instructional staff the skills needed to analyze benchmark data and how to use that data to further student achievement.  | Professional Learning  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000  | School leaders, instructional coaches, instructional staff                     |
| Benchmark Data Analysis Professional Development | Professional development will be provided that will give the instructional staff the skills needed to analyze benchmark data and how to use that data to further student achievement.  | Professional Learning  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000  | School leaders, instructional coaches, instructional staff                     |
| Use of STEM/STEAM kits                           | Students will be prepared for the NGSS when applying knowledge through rigorous hands on and inquiry based activities that teachers have been trained on through both on site and off site professional learning communities.  | Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$150000 | Instructional coach, School leader and teachers                                |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|---|--------|---------------|------------|------------|----------|--|
| Focal PointK12                               | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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. | Technology , Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$50000  | Instructional coach, teachers, Team of Academic Support and administration |
| Focal PointK12                               | FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content. 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. | Technology , Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$50000  | School leader, instructional coach, teachers, Dept of Academic Achievement |
| Use of Security Cameras/System               | Security systems will be used to increased security for all stakeholders.   | Materials, Other  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$250000 | School Leader  |
| Incentives to address (Chronic Absentism)    | Incentives will be chosen in order to reduce the chronically absent students in our district which is increasing at high percentages.   | Parent Involvement, Materials, Other, Getting Ready, Community Engagement                         | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$17000  | School leader, truancy officer, social worker and selected staff           |
| Materials for STEM/STEAM projects            | In order to support pur science initiatives, the district and teachers will need to purchase additional materials to ensure the students are recieving education on NGSS and to support STEM and STEAM initiatives in our district.   | Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$30000  | School leader, teachers and instructional coaches                          |
| Purchase Materials Aligned to the Curriculum | The schools will purchase ELA materials that align with the CCSS and the CCA curriculum.  | Curriculum Development, Materials   | Tier 1 |               | 08/01/2019 | 06/30/2020 | \$0      | District leadership team   |

**District Improvement Plan**

Cesar Chavez Academy

**Cesar Chavez Middle School**

| Activity Name   | Activity Description  | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---|---|--|--------|---------------|------------|------------|-------------------|--|
| Consultant to present ELL strategies                                | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration. | Professional Learning  | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$15000           | School leader, instructional leader, teachers and instructional coach. |
| Recruit and Retain Bilingual / ESL Certified staff                  | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$10000           | District administrative team   |
| Parent Involvement Coordinator                                      | Parent Involvement Coordinators will work within buildings to build effective parent relationships to further gain parental involvement with the school and community. They will also further build parent knowledge and capacity.  | Parent Involvement   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$50000           | School Leaders, parent involvement coordinators                        |
| Sheltered Instruction Training that addresses 8 components of SIOP  | Teachers will attend training in the 8 components of Sheltered Instruction throughout the school year.  | Professional Learning  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$5000            | School leaders, instructional coaches, ELL coaches                     |
| Increase and Provide PD on SIOP and Best Practices for ELL Students | District will provide an increase of PDs days with a focus on educating ELL on all levels (servicing and exiting students).   | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$10000           | School leader, ELL coach and instructional coach                       |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|---|--------|---------------|------------|------------|---------|---|
| Ongoing PD from ELL Coaches   | ELL coaches will present quarterly on SIOp strategies, research and areas of concern for the District in relationship to observations and data that will elevate academic scores for ELL students in the district.   | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration, Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$25000 | ELL coach and administrative team                                     |
| Teachers will include both language and content objectives in their lesson.     | To assist with mastery of content and promote students understanding of what they are learning and the learning targets, teachers will post language and content objectives in their lessons which helps with integration of SIOp.   | Academic Support Program, Direct Instruction, Implementation  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0     | Administrative team and teachers                                      |
| Monitoring with Walkthroughs and Feedback                                       | ELL and instructional coaches will complete observations to support the teachers in delivering instruction to ELL learners, suggest the use of SIOp strategies and best practices. This observation will consist of a SIOp checklist to monitor instruction and student learning | Academic Support Program, Monitor, Implementation, Walkthrough, Professional Learning   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | ELL and instructional coaches   |
| Utilize SIOp strategies consistently in whole group and small group instruction | The expectation of staff is that the information presented and distributed from SIOp PD will be used daily and planned for with multiple sources of material to reach all students, with a concentrated effort on ELL students.  | Academic Support Program, Direct Instruction  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | Instructional staff, administrative, ELL and instructional coaches    |
| Utilize Data from WIDA, local and state assessments                             | Multiple meetings are planned monthly and quarterly to discuss WIDA and other state mandated testing and local assessments and how at what levels are ELL students are performing on   | Technology, Academic Support Program, Policy and Process, Direct Instruction, Materials   | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$10000 | ELL and Instructional coaches along with school leader and team leads |



## District Improvement Plan

Cesar Chavez Academy

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|---|---|---|--------|---------------|------------|------------|---------|--|
| Data team meetings that are designed to inform schools and parents of assessment results and student eligibility for ELL services                 | Parents will be notified of their child's need to receive ELL services after teams have met to analysis local and state assessments. The teacher will also be a part of the discussion with the parents to discuss what can be done at home along with additional services at school. | Academic Support Program, Implementation, Teacher Collaboration, Professional Learning  | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$25000 | Administration, teachers, instructional support team, instructional coach                          |
| Administrators and staff will receive technical support on how to manage and deliver services to ELL students in the RTI process.                 | Technical support from outside agencies and consultants will give feedback to staff to promote growth through the RTI process and offer suggestions for improvement for ELL students.   | Academic Support Program, Direct Instruction, Implementation, Materials                 | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$35000 | Consultant, teachers, instructional support team, administration team, instructional and ELL coach |
| Teachers will develop maps and pacing guides, lesson plans focused on the ELA Standards.  | Maps and pacing guides will serve as tracking documents to ensure quality and timely instruction for ALL students. They also guide lesson planning with components that support best practices and research based interventions.  | Academic Support Program, Monitor, Direct Instruction, Materials, Professional Learning | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0     | Administration, school leader, instructional coach and teachers                                    |
| The district will implement a consistent and rigorous mechanism monitoring the standards and ensuring accountability for ELL performance results. | A detailed and document procedure will be recorded to ensure fidelity of monitoring standards through grade book reviews, lesson plans, walkthroughs, RTI/MTSS push in and pull out and SIOP strategies.  | Academic Support Program, Policy and Process, Direct Instruction, Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | ELL coaches, instructional coaches, administration and teachers                                    |
| Instructional staff will use of WIDA rubrics across content areas.  | WIDA rubrics will be used across all subjects to familiarize students with the expectations of the WIDA test and reach all the 3 AMAO targets.  | Direct Instruction, Getting Ready   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0     | Instructional and ELL coach, instructional staff and administration                                |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|---|--------|---------|------------|------------|----------|--|
| Intensive Summer School Program   | A six week program will be offered to tier 2 and 3 ELL students to focus on math, reading and writing.   | Supplemental Materials, Academic Support Program, Direct Instruction, Materials   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$80000  | Instructional coach, ELL coach, instructional staff and administration |
| Data-Driven After School Tutoring   | After school tutoring will be scheduled for ELL students to reach WIDA and common core standards as well foundational skills that they haven't mastered.         | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$57000  | Instructional and ELL staff, school leader and instructional coach     |
| ESL Literacy Classes  | ELL students will be placed in classes to support them with Language Acquisition.  | Supplemental Materials, Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$77500  | ELL and instructional coach, instructional and support staff           |
| Highly Qualified ESL support paraprofessionals                                  | Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.                                | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$222000 | School leader, instructional coach, support staff                      |
| Distribute and present informational materials on academic and social concerns. | Monthly themed family events are help to equip families with essential information to help with their child's education and work in partnership with the school. | Monitor, Parent Involvement, Professional Learning, Community Engagement  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$67500  | Parent Liaison, instructional staff, community partnerships            |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|--|--------|-----------|------------|------------|---------|---|
| Weekly Use of Evidence Based Software Licenses             | Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.   | Technology, Supplemental Materials, Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional staff, teachers, support staff   |
| Informational Text & Leveled Readers                       | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.   | Direct Instruction                                     | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$6500  | Instructional staff, instructional coaches, school leaders, and support staff                                   |
| PD on Reading and Writing Across the Curriculum            | Continued professional development for all involved in teaching reading and writing strategies to increase the use of writing across the curriculum  | Professional Learning                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | Instructional staff, instructional coaches, school leaders, and support staff                                   |
| Professional Development on WIDA                           | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.   | Professional Learning                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | Instructional coach, school leader  |
| Informational Text and Leveled Readers (Spanish & English) | Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Academic Support Program, Direct Instruction           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$17602 | School leader, instructional coach, administration team, support staff, and the district director of compliance |

**District Improvement Plan**

Cesar Chavez Academy

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|---|---|---|--------|---------------|------------|------------|----------|--|
| Effective Use of Reading Specialist                 | The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction.  | Academic Support Program, Teacher Collaboration   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$60000  | School leader, Instructional Coach, Data Coach, Reading specialist                                 |
| Professional Development on Technology Integration  | Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on:<br>-Naiku<br>- Study Island<br>-IXL<br>-Brain Pop<br>-NWEA<br>- Accelerated Reader<br>-Accelerated Math<br>-Big Ideas<br>-PLATO<br>-Google<br>-Microsoft | Technology, Professional Learning   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$26700  | School leadership, instructional leadership team, instructional staff, support staff, office staff |
| Title I Teachers-Data Driven Targeted Interventions | Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, MTSS materials to support small group instruction, Computer-based Reading programs                     | Academic Support Program, Direct Instruction  | Tier 3 | Monitor       | 08/01/2019 | 06/30/2020 | \$344863 | Administration, district director of compliance, Instructional Coach, Teachers, Title I teachers   |
| Response to Intervention/Data Coach                 | A response to intervention coach will oversee the RtI process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate RtI meetings   | Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Walkthrough, Professional Learning | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$33000  | Administration   |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |               |            |            |         |  |
|---|--|---|--------|---------------|------------|------------|---------|--|
| PBIS Professional Development           | Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days.   | Professional Learning                                     | Tier 1 | Monitor       | 08/01/2019 | 06/01/2020 | \$2500  | School leadership, instructional leadership team, instructional staff, support staff, office staff   |
| Utilize Data Coach                      | The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities. The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction. | Academic Support Program, Monitor                         | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$80000 | School leader, instructional coach, data coach   |
| ESL curriculum for ESL elective classes | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.  | Academic Support Program, Monitor, Curriculum Development | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000  | The middle and high school administrative team, district coordinator for student learning and ELL coach are responsible for monitoring the implementation of the strategy. |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|------------------------------------|--------|-----------|------------|------------|---------|---|
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.   | Academic Support Program           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000 | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| ESL Progress Monitoring Tool                  | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)  | Technology                         | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team is responsible for implementing this activity.   |
| SIOP Professional Development                 | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning              | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$32200 | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| Implementation of the SIOP model              | Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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. | Direct Instruction, Implementation | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2800  | School leadership, instructional leadership team, instructional staff, support staff  |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |           |            |            |          |   |
|---|--|---|--------|-----------|------------|------------|----------|---|
| Software & Applications Targeting Reading Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.  | Technology, Getting Ready                   | Tier 2 | Monitor   | 08/01/2019 | 06/01/2020 | \$13500  | Instructional Coach, General Staff, and Paraprofessionals                                     |
| 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.   | Academic Support Program, Implementation    | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$165000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers. |
| MABE Conference   | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference  | Professional Learning                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5300   | Administration, instructional coach, instructional staff                                      |
| Tuition Reimbursement for ELL Endorsement                       | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.   | Professional Learning                       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$9000   | School leaders  |
| ELL Coach   | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback   | Monitor, Walkthrough, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instructional coaches, ELL coaches  |
| Use of Multiple Resources to Increase DI and Mastery            | Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills. Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success. After data analysis and feedback from parents, students and staff, multi-leveled resources will be purchased, monitored and evaluated to elevate scores in all content areas. | Direct Instruction                          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$13000  | School leader, instructional coach, instructional staff                                       |
| After-school Tutoring   | The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math). At the Lower Elementary, students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.   | Academic Support Program                    | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$28310  | School leader, Instructional Coach, Tutors  |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|--|--------|-----------|------------|------------|----------|---|
| Summer School                                      | Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program                   | Tier 1 | Monitor   | 06/01/2019 | 08/30/2019 | \$164000 | All teachers; instructional support staff; instructional coach; school leader |
| After School Tutoring                              | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.   | Academic Support Program                   | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$98000  | School leader, instructional coach, instructional staff                       |
| Summer School Program                              | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in mathematics. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school   | Academic Support Program, Implementation   | Tier 2 | Implement | 06/03/2019 | 08/30/2019 | \$47700  | School leader, instructional coach, instructional staff                       |
| Consultant to present ELL strategies               | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.   | Professional Learning                      | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, instructional staff                       |
| Parental Involvement Activities and Resources      | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.   | Parent Involvement, Professional Learning  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$36940  | School leader, instructional coach, instructional staff                       |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000  | District administrative team  |



## District Improvement Plan

Cesar Chavez Academy

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|---|--|--------------------------|--------|-----------|------------|------------|----------|--|
| ELL Coach                                     | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback   | Monitor, Walkthrough     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instruction coaches, ELL coaches   |
| Utilize ESL Teachers / Support Staff          | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.   | Academic Support Program | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$70000  | School leader, instructional coach, teachers   |
| Data Analysis                                 | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.  | Monitor                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$275000 | Instructional coaches. and schools leaders are responsible for analyzing data.   |
| ESL curriculum for ESL elective classes       | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.  | Academic Support Program | Tier 2 |           | 08/01/2019 | 06/01/2020 | \$5000   | The middle and high school administrative team, and ELL coach are responsible for monitoring the implementation of the strategy.       |
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff. | Academic Support Program | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$30000  | The district's administrative team(school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |

## District Improvement Plan

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|--|---|------------------------------------|--------|---------|------------|------------|----------|---|
| ESL Progress Monitoring Tool                                 | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)  | Technology                         | Tier 2 |         | 08/01/2019 | 06/30/2020 | \$15000  | The district administrative team is responsible for implementing this activity  |
| SIOP Professional Development                                | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning              | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$18200  | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| Implementation of the SIOP model                             | Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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. | Direct Instruction, Implementation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500    | School leader, instructional coach, instructional staff, support staff  |
| Software & Applications Targeting Math Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology                         | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$8000   | Instructional Coach, General Staff, and Paraprofessionals   |
| ELL Paraprofessional Classroom Push-In and Pull-Out          | Paraprofessionals provide language interventions within the general education classroom as well as in small group setting and/or one-to-one.  | Academic Support Program           | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers  |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|-------------------------------|--------|---------|------------|------------|----------|---|
| Summer School                             | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program      | Tier 2 | Monitor | 06/28/2019 | 08/30/2019 | \$144000 | School leader, instructional coach, support staff and instructional staff |
| After School Tutoring                     | After school program will use various sources of data to provide research and evidence based interventions.   | Academic Support Program      | Tier 2 |         | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, support staff and instructional staff |
| Purchase of Student Workbooks             | Purchase of Student Consumable Workbooks to implement and teach state standards and drive instruction.  | Direct Instruction, Materials | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$4900   | School leader, instructional coach, support staff and instructional staff |
| Use of Spanish Language Resources         | Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use.   | Materials                     | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000   | School leader, instructional coach, support staff and instructional staff |
| Content-area Assisted Technology Programs | Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of computer software programs (IXL, Study island, FocalPointK-12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase Social Studies proficiency.  | Technology                    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$50000  | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|---|--------|-----------|------------|------------|---------|---|
| Teacher training on Technology Integration               | Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -FocalPointK-12 - Study Island -IXL -Brain Pop - NWEA - Accelerated Reader -Accelerated Math - Big Ideas - PLATO -Google -Microsoft | Technology, Professional Learning               | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff                   |
| 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 | Implement | 08/01/2019 | 06/30/2020 | \$500   | 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.  | Academic Support Program, Teacher Collaboration | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$20000 | School Leader, Data Coach   |
| Professional Development on Close and Critical Reading   | Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.  | Professional Learning                           | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3080  | All Social Studies Instructors and support staff  |
| Professional development on cross curricular instruction | PD on cross curricular instruction to support teachers in implementing high engaging lessons   | Professional Learning                           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$4500  | School leader, instructional coach, support staff and instructional staff                   |
| Use of Leveled Readers to Increase Reading Skills        | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.   | Supplemental Materials, Materials               | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$2000  | School leader, instructional staff and coach  |

## District Improvement Plan

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|---|--|--|--------|----------|------------|------------|----------|--|
| Summer School                                       | Summer school program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulative materials, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school. | Academic Support Program   | Tier 1 | Evaluate | 06/17/2019 | 08/16/2019 | \$192874 | School leader, instructional coach, instructional staff, support staff         |
| After School Tutoring                               | After school program will use various sources of data to provide research and evidence based interventions. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.   | Academic Support Program   | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$139000 | School leader, instructional coach, instructional staff, support staff         |
| Data Coach  | The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.  | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$20000  | School leader, data coach  |
| Close and Critical Reading 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 |          | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, science instructional staff, support staff |
| Close and Critical Reading Lessons                  | 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  | 08/01/2019 | 06/30/2020 | \$0      | All Science Instructors  |

## District Improvement Plan

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|--|--|--|--------|-----------|------------|------------|----------|--|
| 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.   | Academic Support Program                     | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |
| Science Lab Opportunities  | Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment.  | Implementation                               | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000  | School leader, instructional coach, instructional staff, support staff                       |
| Professional Development on Implementation of state and NGSS standards | Professional development participation to ensure understanding of NGSS standards and the transition between state and NGSS standards as well as instructional best practices.  | Professional Learning                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$20000  | School leader, instructional coach, instructional staff, support staff                       |
| Instructional and Data Coaching  | Use of data coach, instructional coach, and English Language Learning Coach in order to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort. Coaches work closely with the leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Teacher Collaboration, Professional Learning | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$120000 | Administrative team  |
| Hands-On Activities and Creative Groups                                | Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material. Next Generation Science Unit Materials including triple beam balances, graduated cylinders, beakers, hot plates, digital thermometers, digital scales, microscopes with slides, sieves, as well as updated book sets and lab workbooks for individual students                                 | Direct Instruction, Materials                | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, instructional staff, support staff                       |

## District Improvement Plan

Cesar Chavez Academy

|  |  |  |        |           |            |            |         |  |
|--|--|--|--------|-----------|------------|------------|---------|--|
| Writing Across the Science Curriculum      | Professional development focused on writing across the content areas will educate instructional staff on how to build in rigor through increased opportunities to write. Students will increase the amount of writing to showcase content knowledge and practice Next Generation Science Standards skills. | Implementation, Professional Learning  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, instructional staff, support staff |
| DAP-CEP After-School and Summer Enrichment | DAP-CEP and CCA-MS staff will implement STEM and science related supplemental learning opportunities to students after school and throughout the summer to support mastery of content and to allow for skills practice in an enrichment setting.   | Academic Support Program, Extra Curricular   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$75000 | School leader, instructional coach, instructional staff, support staff |
| Response to Intervention Coordinator       | Use of Response to Intervention Coordinator in order to monitor and align interventions, monitor student growth, review logs, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort with support staff and instructional leadership team.        | Academic Support Program, Professional Learning  | Tier 1 | Evaluate  | 08/01/2019 | 06/30/2020 | \$60000 | School leader, instructional coach, instructional staff, support staff |
| SIOP Workshops Professional Development    | 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 | 08/01/2019 | 06/30/2020 | \$15000 | ESL lead, principal, Instructional Coach, all instructional staff      |
| 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.                                  | Monitor, Implementation, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000 | Principal, instructional coach, ESL coach/ESL Lead                     |
| 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 | Monitor   | 08/01/2019 | 06/30/2020 | \$30000 | ESL Lead, ESL Coach, principal, instructional coach                    |

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|                                    |   |  |        |           |            |            |          |  |
|------------------------------------|---|--|--------|-----------|------------|------------|----------|--|
| Bilingual paraprofessional support | Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.  | Academic Support Program   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$100000 | Principal  |
| Language and Literacy Trainings    | Teachers will participate in language and literacy training sessions, after being SIOP trained, to further their knowledge on best practices for all learners, including English Learners. Training will include engagement strategies, academic vocabulary strategies, grouping strategies, and other high-yield instructional strategies. | Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000  | School leader, ELL coach, instructional coach, instructional staff |
| After School-RTI                   | Teachers will plan and implement after school RTI/MTSS class for students. The classes will center around note-taking skills, organizational skills, time-management, and planning skills for high school students.   | Academic Support Program, Monitor, Direct Instruction, Implementation                | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$24500  | School leader, instructional coach, ELL coach, instructional staff |
| Parent Liasion                     | Parent Liasion along with staff and administration will plan weekly, monthly and quarterly meetings and events to inform immigrant parents on initiatives (both academic, community and behaviorally).  | Implementation, Community Engagement   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$60000  | School leader, administration and Parent Liasion                   |

## Cesar Chavez High School

| Activity Name                                      | Activity Description  | Activity Type                              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|---|--|--------|---------------|------------|------------|-------------------|--|
| Consultant to present ELL strategies               | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration. | Professional Learning                      | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$15000           | School leader, instructional leader, teachers and instructional coach. |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$10000           | District administrative team   |



## District Improvement Plan

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|---|--|--|--------|-----------|------------|------------|---------|---|
| Professional Development/Implementation of the Integrated Math strategy | All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).  | Professional Learning                                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | The High School's administrative team (school leader, instructional coach, ELL coach) are responsible for facilitating professional development workshop. |
| Credit Recovery   | Students will receive additional support and opportunities to make up credit for classes required for graduation through an online credit recovery program.  | Academic Support Program                               | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$20000 | Title I staff<br>General education staff<br>Instructional coach   |
| Parent Involvement Coordinator  | Parent Involvement Coordinators will work within buildings to build effective parent relationships to further gain parental involvement with the school and community. They will also further build parent knowledge and capacity. | Parent Involvement                                     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$50000 | School Leaders, parent involvement coordinators   |
| Sheltered Instruction Training that addresses 8 components of SIOP      | Teachers will attend training in the 8 components of Sheltered Instruction throughout the school year.   | Professional Learning                                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leaders, instructional coaches, ELL coaches  |
| Testive ACT/SAT Online Test Preparation Tool                            | Purchase supplemental Testive Online Program   | Technology, Supplemental Materials, Direct Instruction | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$15000 | School Leader, Instructional Coach, English Language Arts Teacher, Math Teachers  |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |           |            |            |         |  |
|---|--|---|--------|-----------|------------|------------|---------|--|
| Increase and Provide PD on SIOP and Best Practices for ELL Students             | District will provide an increase of PDs days with a focus on educating ELL on all levels (servicing and exiting students).  | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | School leader, ELL coach and instructional coach                   |
| Ongoing PD from ELL Coaches   | ELL coaches will present quarterly on SIOP strategies, research and areas of concern for the District in relationship to observations and data that will elevate academic scores for ELL students in the district.   | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000 | ELL coach and administrative team                                  |
| Teachers will include both language and content objectives in their lesson.     | To assist with mastery of content and promote students understanding of what they are learning and the learning targets, teachers will post language and content objectives in their lessons which helps with integration of SIOP.   | Academic Support Program, Direct Instruction, Implementation  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0     | Administrative team and teachers                                   |
| Monitoring with Walkthroughs and Feedback                                       | ELL and instructional coaches will complete observations to support the teachers in delivering instruction to ELL learners, suggest the use of SIOP strategies and best practices. This observation will consist of a SIOP checklist to monitor instruction and student learning | Academic Support Program, Monitor, Implementation, Walkthrough, Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0     | ELL and instructional coaches                                      |
| Utilize SIOP strategies consistently in whole group and small group instruction | The expectation of staff is that the information presented and distributed from SIOP PD will be used daily and planned for with multiple sources of material to reach all students, with a concentrated effort on ELL students.  | Academic Support Program, Direct Instruction  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0     | Instructional staff, administrative, ELL and instructional coaches |

## District Improvement Plan

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|   |   |  |        |               |            |            |         |  |
|---|---|--|--------|---------------|------------|------------|---------|--|
| Utilize Date from WIDA, local and state assessments   | Multiple meetings are planned monthly and quarterly to discuss WIDA and other state mandated testing and local assessments and how at what levels are ELL students are performing on  | Technology , Academic Support Program, Policy and Process, Direct Instruction, Materials | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$10000 | ELL and Instructional coaches along with school leader and team leads                              |
| Data team meetings that are designed to inform schools and parents of assessment results and student eligibility for ELL services                 | Parents will be notified of their child's need to receive ELL services after teams have met to analysis local and state assessments. The teacher will also be a part of the discussion with the parents to discuss what can be done at home along with additional services at school. | Academic Support Program, Implementation, Teacher Collaboration, Professional Learning   | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$25000 | Administration, teachers, instructional support team, instructional coach                          |
| Administrators and staff will receive technical support on how to manage and deliver services to ELL students in the RTI process.                 | Technical support from outside agencies and consultants will give feedback to staff to promote growth through the RTI process and offer suggestions for improvement for ELL students.   | Academic Support Program, Direct Instruction, Implementation, Materials                  | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$35000 | Consultant, teachers, instructional support team, administration team, instructional and ELL coach |
| Teachers will develop maps and pacing guides, lesson plans focused on the ELA Standards.  | Maps and pacing guides will serve as tracking documents to ensure quality and timely instruction for ALL students. They also guide lesson planning with components that support best practices and research based interventions.  | Academic Support Program, Monitor, Direct Instruction, Materials, Professional Learning  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0     | Administration, school leader, instructional coach and teachers                                    |
| The district will implement a consistent and rigorous mechanism monitoring the standards and ensuring accountability for ELL performance results. | A detailed and document procedure will be recorded to ensure fidelity of monitoring standards through grade book reviews, lesson plans, walkthroughs, RTI/MTSS push in and pull out and SIOP strategies.  | Academic Support Program, Policy and Process, Direct Instruction, Professional Learning  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | ELL coaches, instructional coaches, administration and teachers                                    |

## District Improvement Plan

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|--|--|---|--------|---------------|------------|------------|----------|--|
| Instructional staff will use of WIDA rubrics across content areas. | WIDA rubrics will be used across all subjects to familiarize students with the expectations of the WIDA test and reach all the 3 AMAO targets.           | Direct Instruction, Getting Ready   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0      | Instructional and ELL coach, instructional staff and administration    |
| Intensive Summer School Program                                    | A six week program will be offered to tier 2 and 3 ELL students to focus on math, reading and writing.   | Supplemental Materials, Academic Support Program, Direct Instruction, Materials   | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$80000  | Instructional coach, ELL coach, instructional staff and administration |
| Data-Driven After School Tutoring                                  | After school tutoring will be scheduled for ELL students to reach WIDA and common core standards as well foundational skills that they haven't mastered. | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$57000  | Instructional and ELL staff, school leader and instructional coach     |
| ESL Literacy Classes   | ELL students will be placed in classes to support them with Language Acquisition.  | Supplemental Materials, Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$77500  | ELL and instructional coach, instructional and support staff           |
| Highly Qualified ESL support paraprofessionals                     | Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.                        | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$222000 | School leader, instructional coach, support staff                      |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|--|--------|---------------|------------|------------|---------|---|
| Distribute and present informational materials on academic and social concerns. | Monthly themed family events are help to equip families with essential information to help with their child's education and work in partnership with the school.   | Monitor, Parent Involvement, Professional Learning, Community Engagement | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$67500 | Parent Liaison, instructional staff, community partnerships   |
| Professional Development on High Yield Tier I Instrucion                        | The staff will receive training on how to implementation of the common core state standards and on how vertically align the curriculum. Frequent observations will take place by the instructional coach, the school leader, and the district coordinator of student learning to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. | Professional Learning  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$6000  | Instructional staff, instructional coaches, school leaders, and the district director of compliance |
| Planning Close & Critical Reading Strategies                                    | 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 | Implement     | 08/01/2019 | 06/30/2020 | \$2500  | All English Language Arts Instructors   |
| PD on Close & Critical Reading Strategies                                       | Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.  | Professional Learning  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$3500  | All ELA Instructors   |
| Assessing Reading Proficiency   | 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.   | Monitor  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$500   | All English Language Arts Instructors   |
| Professional Development on WIDA  | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.   | Professional Learning  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$500   | Instructional coach, school leader  |
| Effective Use of Reading Specialist   | The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction.   | Academic Support Program, Teacher Collaboration                          | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$60000 | School leader, Instructional Coach, Data Coach, Reading specialist                                  |

**District Improvement Plan**

Cesar Chavez Academy

|   |   |   |        |         |            |            |          |  |
|---|---|---|--------|---------|------------|------------|----------|--|
| Extended Learning                                   | All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via PLATO program.   | Technology , Academic Support Program   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$50000  | General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader |
| Title I Teachers-Data Driven Targeted Interventions | Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, MTSS materials to support small group instruction, Computer-based Reading programs | Academic Support Program, Direct Instruction  | Tier 3 | Monitor | 08/01/2019 | 06/30/2020 | \$344863 | Administration, district director of compliance , Instructional Coach, Teachers, Title I teachers                  |
| Response to Intervention/Data Coach                 | A response to intervention coach will oversee the Rtl process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate Rtl meetings   | Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Walkthrough, Professional Learning | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$33000  | Administration   |
| 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 | 08/01/2019 | 06/30/2020 | \$40000  | The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff            |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |               |            |            |         |  |
|---|--|---|--------|---------------|------------|------------|---------|--|
| Utilize Data Coach                            | The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities. The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction. | Academic Support Program, Monitor                         | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$80000 | School leader, instructional coach, data coach   |
| ESL curriculum for ESL elective classes       | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.  | Academic Support Program, Monitor, Curriculum Development | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000  | The middle and high school administrative team, district coordinator for student learning and ELL coach are responsible for monitoring the implementation of the strategy. |
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.  | Academic Support Program                                  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$30000 | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy.                                  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                                    |        |           |            |            |         |   |
|---|---|------------------------------------|--------|-----------|------------|------------|---------|---|
| ESL Progress Monitoring Tool                                    | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)  | Technology                         | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team is responsible for implementing this activity.   |
| SIOP Professional Development                                   | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning              | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$32200 | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| Implementation of the SIOP model                                | Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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. | Direct Instruction, Implementation | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2800  | School leadership, instructional leadership team, instructional staff, support staff  |
| Software & Applications Targeting Reading Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology, Getting Ready          | Tier 2 | Monitor   | 08/01/2019 | 06/01/2020 | \$13500 | Instructional Coach, General Staff, and Paraprofessionals   |



## District Improvement Plan

Cesar Chavez Academy

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|--|---|---|--------|-----------|------------|------------|----------|---|
| 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.  | Academic Support Program, Implementation    | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$165000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers. |
| MABE Conference                                      | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference   | Professional Learning                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5300   | Administration, instructional coach, instructional staff                                      |
| Tuition Reimbursement for ELL Endorsement            | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.  | Professional Learning                       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$9000   | School leaders  |
| ELL Coach  | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback  | Monitor, Walkthrough, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instructional coaches, ELL coaches  |
| Academic Vocabulary                                  | Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step and NWEA. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction                          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000   | All teachers, instructional support 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                          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3000   | All Math Instructors  |
| Professional Development on Close & Critical Reading | Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the mathematics classroom.   | Professional Learning                       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3000   | All Math Instructors and Support Staff  |

## District Improvement Plan

Cesar Chavez Academy

|  |   |  |        |           |            |            |         |   |
|--|---|--|--------|-----------|------------|------------|---------|---|
| 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.  | Direct Instruction, Curriculum Development, Evaluation | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | All Math Instructors                                    |
| After School Tutoring                              | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students. | Academic Support Program                               | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$98000 | School leader, instructional coach, instructional staff |
| Summer School Program                              | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in mathematics. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school   | Academic Support Program, Implementation               | Tier 2 | Implement | 06/03/2019 | 08/30/2019 | \$47700 | School leader, instructional coach, instructional staff |
| Consultant to present ELL strategies               | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.   | Professional Learning                                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | School leader, instructional coach, instructional staff |
| Parental Involvement Activities and Resources      | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.   | Parent Involvement, Professional Learning              | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$36940 | School leader, instructional coach, instructional staff |
| MABE Conference                                    | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference   | Professional Learning                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5300  | School leader, instructional coach, instructional staff |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development             | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000 | District administrative team                            |

## District Improvement Plan

Cesar Chavez Academy

|   |  |                          |        |               |            |            |          |  |
|---|--|--------------------------|--------|---------------|------------|------------|----------|--|
| Tuition Reimbursement for ELL Endorsement | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.   | Professional Learning    | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$9000   | School Leaders   |
| ELL Coach                                 | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback                     | Monitor, Walkthrough     | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instructional coaches, ELL coaches   |
| Utilize ESL Teachers / Support Staff      | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students. | Academic Support Program | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$70000  | School leader, instructional coach, teachers   |
| Data Analysis                             | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.                          | Monitor                  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$275000 | Instructional coaches. and schools leaders are responsible for analyzing data.   |
| ESL curriculum for ESL elective classes   | The middle school and high school will implement an ESL curriculum to support the ESL elective classes.  | Academic Support Program | Tier 2 |               | 08/01/2019 | 06/01/2020 | \$5000   | The middle and high school administrative team, and ELL coach are responsible for monitoring the implementation of the strategy. |

## District Improvement Plan

Cesar Chavez Academy

|   |   |                                    |        |         |            |            |         |   |
|---|---|------------------------------------|--------|---------|------------|------------|---------|---|
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.   | Academic Support Program           | Tier 1 |         | 08/01/2019 | 06/30/2020 | \$30000 | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| ESL Progress Monitoring Tool                  | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)  | Technology                         | Tier 2 |         | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team is responsible for implementing this activity  |
| SIOP Professional Development                 | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning              | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$18200 | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| Implementation of the SIOP model              | Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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. | Direct Instruction, Implementation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500   | School leader, instructional coach, instructional staff, support staff  |

## District Improvement Plan

Cesar Chavez Academy

|  |   |                               |        |         |            |            |          |  |
|--|---|-------------------------------|--------|---------|------------|------------|----------|--|
| Software & Applications Targeting Math Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology                    | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$8000   | Instructional Coach, General Staff, and Paraprofessionals                                    |
| ELL Paraprofessional Classroom Push-In and Pull-Out          | Paraprofessionals provide language interventions within the general education classroom as well as in small group setting and/or one-to-one.  | Academic Support Program      | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |
| Summer School  | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program      | Tier 2 | Monitor | 06/28/2019 | 08/30/2019 | \$144000 | School leader, instructional coach, support staff and instructional staff                    |
| Purchase of Student Workbooks                                | Purchase of Student Consumable Workbooks to implement and teach state standards and drive instruction.  | Direct Instruction, Materials | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$4900   | School leader, instructional coach, support staff and instructional staff                    |
| Use of Spanish Language Resources                            | Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use.   | Materials                     | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000   | School leader, instructional coach, support staff and instructional staff                    |

## District Improvement Plan

Cesar Chavez Academy

|  |  |   |        |           |            |            |         |   |
|--|--|---|--------|-----------|------------|------------|---------|---|
| Content-area Assisted Technology Programs              | Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of computer software programs (IXL, Study island, FocalPointK-12, Accelerated Reading, PLATO, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase Social Studies proficiency.   | Technology                                      | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$50000 | School leader, instructional coach, support staff and instructional staff                   |
| Teacher training on Technology Integration             | Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -FocalPointK-12 - Study Island -IXL -Brain Pop - NWEA - Accelerated Reader -Accelerated Math - Big Ideas - PLATO -Google -Microsoft | Technology, Professional Learning               | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff                   |
| Differentiating 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   | 08/01/2019 | 06/30/2020 | \$3400  | All Social Studies Staff, including 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 | Implement | 08/01/2019 | 06/30/2020 | \$500   | 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.  | Academic Support Program, Teacher Collaboration | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$20000 | School Leader, Data Coach   |
| Professional Development on Close and Critical Reading | Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.  | Professional Learning                           | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3080  | All Social Studies Instructors and support staff  |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|-----------------------------------|--------|-----------|------------|------------|----------|---|
| Close and Critical Reading Lessons in Social Studies     | 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   | 08/01/2019 | 06/30/2020 | \$3000   | All Social Studies teachers   |
| Professional development on cross curricular instruction | PD on cross curricular instruction to support teachers in implementing high engaging lessons   | Professional Learning             | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$4500   | School leader, instructional coach, support staff and instructional staff                     |
| Use of Leveled Readers to Increase Reading Skills        | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.   | Supplemental Materials, Materials | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$2000   | School leader, instructional staff and coach  |
| After School Tutoring                                    | After school program will use various sources of data to provide research and evidence based interventions. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. | Academic Support Program          | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$139000 | School leader, instructional coach, instructional staff, support staff                        |
| Differentiating Lessons                                  | 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.                                     | Direct Instruction                | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3428   | All Science Staff, including Teachers, Support Staff and Instructional Coach.                 |
| Academic Vocabulary                                      | Teachers will incorporate academic vocabulary into daily lessons   | Academic Support Program          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000   | School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education |

## District Improvement Plan

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|   |  |  |        |         |            |            |         |  |
|---|--|--|--------|---------|------------|------------|---------|--|
| Data Coach  | The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.  | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000 | School leader, data coach  |
| Close and Critical Reading 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 |         | 08/01/2019 | 06/30/2020 | \$15000 | School leader, instructional coach, science instructional staff, support staff |
| Close and Critical Reading Lessons                        | 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 | 08/01/2019 | 06/30/2020 | \$0     | All Science 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. | Monitor, Direct Instruction, Evaluation                                | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500   | All Science Instructional 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.  | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$40000 | School Leader, instructional coach   |
| Training staff in use of online programs and applications | Beginning stages of training staff on basic knowledge and use of online technology   | Academic Support Program   | Tier 2 |         | 08/01/2019 | 06/30/2020 | \$8000  | School leader, instructional coach, instructional staff, support staff         |



## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |           |            |            |          |  |
|---|--|---|--------|-----------|------------|------------|----------|--|
| 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.   | Academic Support Program                            | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |
| Instructional and Data Coaching                     | Use of data coach, instructional coach, and English Language Learning Coach in order to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort. Coaches work closely with the leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Teacher Collaboration, Professional Learning        | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$120000 | Administrative team  |
| Response to Intervention Coordinator                | Use of Response to Intervention Coordinator in order to monitor and align interventions, monitor student growth, review logs, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort with support staff and instructional leadership team.  | Academic Support Program, Professional Learning     | Tier 1 | Evaluate  | 08/01/2019 | 06/30/2020 | \$60000  | School leader, instructional coach, instructional staff, support staff                       |
| 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.   | Direct Instruction, Career Preparation /Orientation | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | Instructional coach and AP teachers  |
| 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 2018(19).   | Evaluation  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0      | Instructional coach and AP teachers  |
| AP Practice Tests                                   | All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.  | Monitor, Implementation, Materials                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0      | Instructional coach and AP teachers  |

## District Improvement Plan

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|   |  |  |        |           |            |            |         |   |
|---|--|--|--------|-----------|------------|------------|---------|---|
| 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. | Technology , Extra Curricular, Field Trip, Career Preparation /Orientation , Community Engagemen t | Tier 1 | Implement | 01/01/2020 | 05/29/2020 | \$5000  | Instructiona l staff  |
| 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.  | Supplemen tal Materials, Extra Curricular, Field Trip, Career Preparation /Orientation             | Tier 1 | Implement | 01/01/2020 | 05/29/2020 | \$5000  | Instructiona l staff  |
| Trade School Activities                       | An instructor will take students to different trade schools through monthly field trips.   | Field Trip, Career Preparation /Orientation  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0     | Instructiona l staff  |
| Sports  | Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.   | Extra Curricular   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$15000 | Athletic director and coaches                                       |
| Club Cultural Learning Upon Experience (CLUE) | Students will engage multiple cultures through field trips.  | Extra Curricular, Community Engagemen t  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | Instructiona l staff  |
| SIOP Workshops Professional Development       | We will have a series of four onsite SIOP workshops, as well as attend any off site language and literacy professional development opportunities.  | Professiona l Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | ESL lead, principal, Instructiona l Coach, all instructiona l staff |

## District Improvement Plan

Cesar Chavez Academy

|  |   |  |        |               |            |            |          |  |
|--|---|--|--------|---------------|------------|------------|----------|--|
| ESL Coach/ESL Lead                       | ESL Coach or ESL department chair will monitor implementation of SIOF 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 SIOF model is implemented. | Monitor, Implementation, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$30000  | Principal, instructional coach, ESL coach/ESL Lead       |
| 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 | Monitor       | 08/01/2019 | 06/30/2020 | \$30000  | ESL Lead, ESL Coach, principal, instructional coach      |
| Identify new ESL curriculum              | Identify a new curriculum to be used with English Language Learners in ESL class.   | Academic Support Program, Direct Instruction, Curriculum Development, Materials                            | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$20000  | Principal, ESL Lead, 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.  | Technology, Supplemental Materials   | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$5000   | ESL teacher, ESL lead, principal, Instructional Coach    |
| 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.  | Technology, Supplemental Materials   | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$10000  | Principal, technology coordinator, ESL teacher, ESL lead |
| Summer School and After School Tutoring  | After-School tutoring and Summer School language acquisition tutoring opportunities   | Direct Instruction   | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$10000  | Principal  |
| 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       | 08/01/2019 | 06/30/2020 | \$75000  | Principal, ESL coach/lead, instructional coach           |
| Bilingual paraprofessional support       | Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.  | Academic Support Program   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$100000 | Principal  |

## District Improvement Plan

Cesar Chavez Academy

|                                  |   |  |        |           |            |            |         |  |
|----------------------------------|---|--|--------|-----------|------------|------------|---------|--|
| Language and Literacy Trainings  | Teachers will participate in language and literacy training sessions, after being SIOP trained, to further their knowledge on best practices for all learners, including English Learners. Training will include engagement strategies, academic vocabulary strategies, grouping strategies, and other high-yield instructional strategies. | Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | School leader, ELL coach, instructional coach, instructional staff               |
| After School-RTI                 | Teachers will plan and implement after school RTI/MTSS class for students. The classes will center around note-taking skills, organizational skills, time-management, and planning skills for high school students.   | Academic Support Program, Monitor, Direct Instruction, Implementation                | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$24500 | School leader, instructional coach, ELL coach, instructional staff               |
| Parent Liasion                   | Parent Liasion along with staff and administration will plan weekly, monthly and quarterly meetings and events to inform immigrant parents on initiatives (both academic, community and behaviorally).  | Implementation, Community Engagement   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$60000 | School leader, administration and Parent Liasion                                 |
| Teacher Analysis of SAT practice | This strategy includes teachers analyzing data from ENACT practice tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.   | Supplemental Materials, Implementation, Professional Learning                        | Tier 1 |           | 06/11/2019 | 06/12/2020 | \$7500  | All stakeholders - Teachers, instructional coach, principal, assistant principal |
| Teacher Analysis of SAT practice | This strategy includes teachers analyzing data from ENACT practice tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.   | Supplemental Materials, Implementation, Professional Learning                        | Tier 1 | Implement | 06/11/2019 | 06/12/2020 | \$7500  | All stakeholders - Teachers, instructional coach, principal, assistant principal |

## District Improvement Plan

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|                             |   |   |        |           |            |            |        |  |
|-----------------------------|---|---|--------|-----------|------------|------------|--------|--|
| ENACT Instructor            | This strategy includes an ENACT instructor coming to visit the school 2-5 times per week to instruct on test preparation to students. | Supplemental Materials, Direct Instruction, Implementation, Teacher Collaboration | Tier 1 | Implement | 06/01/2019 | 06/12/2020 | \$7500 | All stakeholders - teachers, principal, assistant principal, instructional coach |
| Purchase SAT Prep Materials | Purchase SAT preparation materials from ENACT necessary for program implementation.   | Materials   | Tier 1 |           | 06/03/2019 | 06/12/2020 | \$5000 | Administrative Team  |
| ENACT Instructor            | This strategy includes an ENACT instructor coming to visit the school 2-5 times per week to instruct on test preparation to students. | Supplemental Materials, Direct Instruction, Implementation, Teacher Collaboration | Tier 1 | Implement | 06/10/2019 | 06/12/2020 | \$7500 | All stakeholders - teachers, principal, assistant principal, instructional coach |
| Purchase SAT Prep Materials | Purchase SAT preparation materials from ENACT necessary for program implementation.   | Materials   | Tier 1 | Implement | 06/10/2019 | 06/12/2020 | \$5000 | Administrative Team  |

### Cesar Chavez Academy Intermediate

| Activity Name                                      | Activity Description  | Activity Type                              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|---|--|--------|---------------|------------|------------|-------------------|--|
| Consultant to present ELL strategies               | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration. | Professional Learning                      | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$15000           | School leader, instructional leader, teachers and instructional coach. |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$10000           | District administrative team   |

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|---|--|---|--------|-----------|------------|------------|---------|--|
| Parent Involvement Coordinator  | Parent Involvement Coordinators will work within buildings to build effective parent relationships to further gain parental involvement with the school and community. They will also further build parent knowledge and capacity. | Parent Involvement  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$50000 | School Leaders, parent involvement coordinators    |
| Sheltered Instruction Training that addresses 8 components of SIOP          | Teachers will attend training in the 8 components of Sheltered Instruction throughout the school year.   | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leaders, instructional coaches, ELL coaches |
| Increase and Provide PD on SIOP and Best Practices for ELL Students         | District will provide an increase of PDs days with a focus on educating ELL on all levels (servicing and exiting students).  | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$10000 | School leader, ELL coach and instructional coach   |
| Ongoing PD from ELL Coaches   | ELL coaches will present quarterly on SIOP strategies, research and areas of concern for the District in relationship to observations and data that will elevate academic scores for ELL students in the district.                 | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$25000 | ELL coach and administrative team                  |
| Teachers will include both language and content objectives in their lesson. | To assist with mastery of content and promote students understanding of what they are learning and the learning targets, teachers will post language and content objectives in their lessons which helps with integration of SIOP. | Academic Support Program, Direct Instruction, Implementation  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$0     | Administrative team and teachers                   |

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|   |   |   |        |               |            |            |         |  |
|---|---|---|--------|---------------|------------|------------|---------|--|
| Monitoring with Walkthroughs and Feedback   | ELL and instructional coaches will complete observations to support the teachers in delivering instruction to ELL learners, suggest the use of SIOP strategies and best practices. This observation will consist of a SIOP checklist to monitor instruction and student learning      | Academic Support Program, Monitor, Implementation, Walkthrough, Professional Learning   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | ELL and instructional coaches  |
| Utilize SIOP strategies consistently in whole group and small group instruction   | The expectation of staff is that the information presented and distributed from SIOP PD will be used daily and planned for with multiple sources of material to reach all students, with a concentrated effort on ELL students.   | Academic Support Program, Direct Instruction  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | Instructional staff, administrative, ELL and instructional coaches                                 |
| Utilize Data from WIDA, local and state assessments   | Multiple meetings are planned monthly and quarterly to discuss WIDA and other state mandated testing and local assessments and how at what levels are ELL students are performing on  | Technology, Academic Support Program, Policy and Process, Direct Instruction, Materials | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$10000 | ELL and Instructional coaches along with school leader and team leads                              |
| Data team meetings that are designed to inform schools and parents of assessment results and student eligibility for ELL services | Parents will be notified of their child's need to receive ELL services after teams have met to analysis local and state assessments. The teacher will also be a part of the discussion with the parents to discuss what can be done at home along with additional services at school. | Academic Support Program, Implementation, Teacher Collaboration, Professional Learning  | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$25000 | Administration, teachers, instructional support team, instructional coach                          |
| Administrators and staff will receive technical support on how to manage and deliver services to ELL students in the RTI process. | Technical support from outside agencies and consultants will give feedback to staff to promote growth through the RTI process and offer suggestions for improvement for ELL students.   | Academic Support Program, Direct Instruction, Implementation, Materials                 | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$35000 | Consultant, teachers, instructional support team, administration team, instructional and ELL coach |

## District Improvement Plan

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|   |  |   |        |               |            |            |         |  |
|---|--|---|--------|---------------|------------|------------|---------|--|
| Teachers will develop maps and pacing guides, lesson plans focused on the ELA Standards.  | Maps and pacing guides will serve as tracking documents to ensure quality and timely instruction for ALL students. They also guide lesson planning with components that support best practices and research based interventions. | Academic Support Program, Monitor, Direct Instruction, Materials, Professional Learning | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0     | Administration, school leader, instructional coach and teachers        |
| The district will implement a consistent and rigorous mechanism monitoring the standards and ensuring accountability for ELL performance results. | A detailed and document procedure will be recorded to ensure fidelity of monitoring standards through grade book reviews, lesson plans, walkthroughs, RTI/MTSS push in and pull out and SIOP strategies.                         | Academic Support Program, Policy and Process, Direct Instruction, Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | ELL coaches, instructional coaches, administration and teachers        |
| Instructional staff will use of WIDA rubrics across content areas.  | WIDA rubrics will be used across all subjects to familiarize students with the expectations of the WIDA test and reach all the 3 AMAO targets.   | Direct Instruction, Getting Ready   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0     | Instructional and ELL coach, instructional staff and administration    |
| Intensive Summer School Program   | A six week program will be offered to tier 2 and 3 ELL students to focus on math, reading and writing.   | Supplemental Materials, Academic Support Program, Direct Instruction, Materials         | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$80000 | Instructional coach, ELL coach, instructional staff and administration |
| Data-Driven After School Tutoring   | After school tutoring will be scheduled for ELL students to reach WIDA and common core standards as well foundational skills that they haven't mastered.   | Academic Support Program, Monitor, Direct Instruction                                   | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$57000 | Instructional and ELL staff, school leader and instructional coach     |



## District Improvement Plan

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|---|--|---|--------|-----------|------------|------------|----------|---|
| ESL Literacy Classes  | ELL students will be placed in classes to support them with Language Acquisition.  | Supplemental Materials, Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$77500  | ELL and instructional coach, instructional and support staff                                    |
| Highly Qualified ESL support paraprofessionals                                  | Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.  | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$222000 | School leader, instructional coach, support staff   |
| Distribute and present informational materials on academic and social concerns. | Monthly themed family events are help to equip families with essential information to help with their child's education and work in partnership with the school.   | Monitor, Parent Involvement, Professional Learning, Community Engagement  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$67500  | Parent Liaison, instructional staff, community partnerships                                     |
| Monitoring Best Practice Reading & Writing Instruction                          | Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations. | Monitor, Walkthrough  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$68393  | Instructional coach and school leader   |
| Modeling of Reading & Writing Strategies  | Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.   | Direct Instruction  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0      | Instructional staff, instructional coaches, school leaders, and district director of compliance |

## District Improvement Plan

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|   |  |   |        |               |            |            |         |   |
|---|--|---|--------|---------------|------------|------------|---------|---|
| Weekly Use of Evidence Based Software Licenses                        | Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.   | Technology , Supplemental Materials, Direct Instruction | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional staff, teachers, support staff   |
| Professional Development on WIDA                                      | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.   | Professional Learning                                   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$500   | Instructional coach, school leader  |
| Informational Text and Leveled Readers (Spanish & English)            | Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Academic Support Program, Direct Instruction            | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$17602 | School leader, instructional coach, administration team, support staff, and the district director of compliance |
| Effective Use of Reading Specialist                                   | The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction.   | Academic Support Program, Teacher Collaboration         | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$60000 | School leader, Instructional Coach, Data Coach, Reading specialist  |
| Professional Development on Using Technology with Elementary Students | At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; Accelerated Reader, iPad training, Promethean training, Solo6.   | Technology , Professional Learning                      | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$2500  | Instructional staff, coach, school leader   |
| Utilize Software Licenses to Engage Learners                          | Students will use Learning AtoZ.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (Lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction  | Technology  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$16200 | School leader, coach, teachers and support staff  |

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|--|---|---|--------|-----------|------------|------------|----------|--|
| Title I Teachers-Data Driven Targeted Interventions                    | Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, MTSS materials to support small group instruction, Computer-based Reading programs         | Academic Support Program, Direct Instruction  | Tier 3 | Monitor   | 08/01/2019 | 06/30/2020 | \$344863 | Administration, district director of compliance, Instructional Coach, Teachers, Title I teachers   |
| Professional Development on RLAC /Phonics First and Phonemic Awareness | Teachers will receive sustainable and ongoing professional development on targeted interventions.   | Monitor   | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$3500   | School leader, instructional coach, instructional staff  |
| Response to Intervention/Data Coach                                    | A response to intervention coach will oversee the RtI process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate RtI meetings   | Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Walkthrough, Professional Learning | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$33000  | Administration   |
| Intervention Materials   | Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency. These will include: Reading games, manipulatives, leveled readers and various leveled materials, Audio books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. | Academic Support Program  | Tier 3 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500   | Administration, instructional coach, support staff   |
| PBIS Professional Development  | Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days.  | Professional Learning   | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$2500   | School leadership, instructional leadership team, instructional staff, support staff, office staff |

## District Improvement Plan

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|   |   |                          |        |           |            |            |         |   |
|---|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Bi-Weekly Curriculum Briefing for ELA         | Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.      | Parent Involvement       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2150  | Coach, leader, parent liaison, and instructional staff  |
| Monthly Reading Events and Activities         | Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress. | Parent Involvement       | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$6500  | School leader, instructional coach, staff   |
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.   | Academic Support Program | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000 | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| ESL Progress Monitoring Tool                  | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)  | Technology               | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team is responsible for implementing this activity.   |

## District Improvement Plan

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|   |   |  |        |           |            |            |          |   |
|---|---|--|--------|-----------|------------|------------|----------|---|
| SIOF Professional Development                                   | Teachers and district administrative teams will be provided with ongoing professional development on the SIOF components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning                    | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$32200  | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| Implementation of the SIOF model                                | Teachers will utilize the SIOF model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOF 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. | Direct Instruction, Implementation       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2800   | School leadership, instructional leadership team, instructional staff, support staff  |
| Software & Applications Targeting Reading Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology, Getting Ready                | Tier 2 | Monitor   | 08/01/2019 | 06/01/2020 | \$13500  | Instructional Coach, General Staff, and Paraprofessionals   |
| 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.  | Academic Support Program, Implementation | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$165000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers.   |
| MABE Conference   | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference   | Professional Learning                    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5300   | Administration, instructional coach, instructional staff  |

## District Improvement Plan

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|---|--|---|--------|-----------|------------|------------|----------|--|
| Tuition Reimbursement for ELL Endorsement | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.   | Professional Learning                       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$9000   | School leaders   |
| ELL Coach                                 | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback   | Monitor, Walkthrough, Teacher Collaboration | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instruction coaches, ELL coaches                     |
| Basic Math Skills                         | Teachers will provide instruction that focuses on basic math skills, vocabulary, computational fluency, problem solving, and math process strategies. A 45 minute period will be placed into a math block of 90 minutes to reinforce basic skills. Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level using My Math, and Engage NY. Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems. | Direct Instruction                          | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$0      | All teachers   |
| Computer Applications                     | Students will use computer software programs (IXL, Study Island, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.  | Technology                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$7400   | Classroom teachers, instructional support staff, instructional coach |
| Academic Vocabulary                       | Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step and NWEA. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.            | Direct Instruction                          | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000   | All teachers, instructional support staff                            |

## District Improvement Plan

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|  |  |                          |        |         |            |            |         |   |
|--|--|--------------------------|--------|---------|------------|------------|---------|---|
| Effective Lesson Planning                            | Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.   | Policy and Process       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0     | All teachers; instructional support staff; instructional coach; school leader |
| Increase student participation                       | Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.   | Direct Instruction       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0     | All teachers  |
| Use of Multiple Resources to Increase DI and Mastery | Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills. Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success. After data analysis and feedback from parents, students and staff, multi-leveled resources will be purchased, monitored and evaluated to elevate scores in all content areas. | Direct Instruction       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$13000 | School leader, instructional coach, instructional staff                       |
| Math Centers and Hands on Materials                  | Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc.  | Direct Instruction       | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2500  | School leader, instructional coach, instructional staff                       |
| After-school Tutoring                                | The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math). At the Lower Elementary, students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.   | Academic Support Program | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$28310 | School leader, Instructional Coach, Tutors                                    |

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|  |   |  |        |           |            |            |          |   |
|--|---|--|--------|-----------|------------|------------|----------|---|
| After School Tutoring                              | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students. | Academic Support Program                   | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$98000  | School leader, instructional coach, instructional staff |
| Summer School Program                              | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in mathematics. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school   | Academic Support Program, Implementation   | Tier 2 | Implement | 06/03/2019 | 08/30/2019 | \$47700  | School leader, instructional coach, instructional staff |
| Consultant to present ELL strategies               | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.   | Professional Learning                      | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, instructional staff |
| Parental Involvement Activities and Resources      | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.   | Parent Involvement, Professional Learning  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$36940  | School leader, instructional coach, instructional staff |
| Recruit and Retain Bilingual / ESL Certified staff | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000  | District administrative team                            |
| ELL Coach  | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback  | Monitor, Walkthrough                       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instructional coaches, ELL coaches      |
| Utilize ESL Teachers / Support Staff               | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.  | Academic Support Program                   | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$70000  | School leader, instructional coach, teachers            |



## District Improvement Plan

Cesar Chavez Academy

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|---|---|--------------------------|--------|---------|------------|------------|----------|---|
| Data Analysis                                 | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.   | Monitor                  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$275000 | Instructional coaches and schools leaders are responsible for analyzing data.   |
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff. | Academic Support Program | Tier 1 |         | 08/01/2019 | 06/30/2020 | \$30000  | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| ESL Progress Monitoring Tool                  | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)                        | Technology               | Tier 2 |         | 08/01/2019 | 06/30/2020 | \$15000  | The district administrative team is responsible for implementing this activity  |
| SIOP Professional Development                 | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).                             | Professional Learning    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$18200  | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |

## District Improvement Plan

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|--|---|------------------------------------|--------|-----------|------------|------------|----------|--|
| Implementation of the SIOF model                             | Teachers will utilize the SIOF model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOF 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. | Direct Instruction, Implementation | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500    | School leader, instructional coach, instructional staff, support staff                       |
| Software & Applications Targeting Math Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology                         | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$8000   | Instructional Coach, General Staff, and Paraprofessionals                                    |
| ELL Paraprofessional Classroom Push-In and Pull-Out          | Paraprofessionals provide language interventions within the general education classroom as well as in small group setting and/or one-to-one.  | Academic Support Program           | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |
| Software and iPad Applications                               | Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects   | Technology                         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | Administrative team, instructional coach, teachers   |
| Informational text/ literature aligned to MC3 Curriculum     | Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines  | Curriculum Development             | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | Administration, instructional coach, teachers  |
| Subscriptions to Various Resources                           | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.   | Materials                          | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1500   | School leader, instructional and support staff and instructional coach                       |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|-----------------------------------|--------|-----------|------------|------------|----------|---|
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.  | Technology                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1500   | School leader, instructional coach, support staff and instructional staff |
| Summer School  | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program          | Tier 2 | Monitor   | 06/28/2019 | 08/30/2019 | \$144000 | School leader, instructional coach, support staff and instructional staff |
| Use of Spanish Language Resources                            | Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use.   | Materials                         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | School leader, instructional coach, support staff and instructional staff |
| Professional development on cross curricular instruction     | PD on cross curricular instruction to support teachers in implementing high engaging lessons  | Professional Learning             | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$4500   | School leader, instructional coach, support staff and instructional staff |
| Use of Leveled Readers to Increase Reading Skills            | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.  | Supplemental Materials, Materials | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$2000   | School leader, instructional staff and coach                              |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|--|--------|----------|------------|------------|----------|---|
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. This software will be utilized by teachers and students to help in understand material to reach mastery on assessments.   | Technology   | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$8900   | School leader, instructional coach, support staff and instructional staff |
| Summer School  | Summer school program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulative materials, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school. | Academic Support Program   | Tier 1 | Evaluate | 06/17/2019 | 08/16/2019 | \$192874 | School leader, instructional coach, instructional staff, support staff    |
| After School Tutoring  | After school program will use various sources of data to provide research and evidence based interventions. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.   | Academic Support Program   | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$139000 | School leader, instructional coach, instructional staff, support staff    |
| Data Coach   | The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.  | Academic Support Program, Teacher Collaboration, Professional Learning | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$20000  | School leader, data coach   |

## District Improvement Plan

Cesar Chavez Academy

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|---|---|--|--------|-----------|------------|------------|----------|--|
| 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.  | Academic Support Program   | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |
| DAP-CEP After-School and Summer Enrichment          | DAP-CEP and CCA-MS staff will implement STEM and science related supplemental learning opportunities to students after school and throughout the summer to support mastery of content and to allow for skills practice in an enrichment setting.  | Academic Support Program, Extra Curricular   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$75000  | School leader, instructional coach, instructional staff, support staff                       |
| Center Based Instruction to Address Weaknesses      | Teachers will plan to use more centers to teach science with literature, games and experiments to teach the curriculum.   | Direct Instruction   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | Leader and coach   |
| High Interest Informational Text                    | Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum. | Direct Instruction   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1200   | School leader, instructional coach, instructional staff, support staff                       |
| SIOP Workshops Professional Development             | 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 | 08/01/2019 | 06/30/2020 | \$15000  | ESL lead, principal, Instructional Coach, all instructional staff                            |
| 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.   | Monitor, Implementation, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000  | Principal, instructional coach, ESL coach/ESL Lead   |

## District Improvement Plan

Cesar Chavez Academy

|  |   |  |        |           |            |            |          |   |
|--|---|--|--------|-----------|------------|------------|----------|---|
| 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 | Monitor   | 08/01/2019 | 06/30/2020 | \$30000  | ESL Lead, ESL Coach, principal, instructional coach                           |
| Bilingual paraprofessional support               | Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.  | Academic Support Program   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$100000 | Principal   |
| Data Analysis of Benchmark and Local Assessments | NWEA, MiStep, WIDA/ELPA, DRA, StudyIsland, MLP, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction.   | Monitor  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5300   | Instructional coach, school leader, and the district director of compliance   |
| Living Arts Program                              | This program will partner with the staff at various CCA Campuses to ensure receive enriching experiences connecting to culture and art.   | Direct Instruction, Implementation, Materials  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$12000  | School leader, teachers, Living Arts Program Director and instructional coach |
| Language and Literacy Trainings                  | Teachers will participate in language and literacy training sessions, after being SIOP trained, to further their knowledge on best practices for all learners, including English Learners. Training will include engagement strategies, academic vocabulary strategies, grouping strategies, and other high-yield instructional strategies. | Academic Support Program, Direct Instruction, Implementation, Curriculum Development | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$15000  | School leader, ELL coach, instructional coach, instructional staff            |
| After School-RTI                                 | Teachers will plan and implement after school RTI/MTSS class for students. The classes will center around note-taking skills, organizational skills, time-management, and planning skills for high school students.   | Academic Support Program, Monitor, Direct Instruction, Implementation                | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$24500  | School leader, instructional coach, ELL coach, instructional staff            |
| Parent Liasion                                   | Parent Liasion along with staff and administration will plan weekly, monthly and quarterly meetings and events to inform immigrant parents on initiatives (both academic, community and behaviorally).  | Implementation, Community Engagement   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$60000  | School leader, administration and Parent Liasion                              |

**District Improvement Plan**

Cesar Chavez Academy

**Cesar Chavez Academy Elementary East**

| Activity Name                                   | Activity Description  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|---|--|--------|-----------|------------|------------|-------------------|---|
| Graphic Organizers                              | Students and teachers will use graphic organizers when modeling and displaying mastery. These graphic organizers will be used weekly.   | Direct Instruction                                     | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$1000            | Instructional staff, instructional coach, school leader   |
| Modeling of Reading & Writing Strategies        | Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.  | Direct Instruction                                     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$0               | Instructional staff, instructional coaches, school leaders, and district director of compliance |
| Weekly Use of Evidence Based Software Licenses  | Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.  | Technology, Supplemental Materials, Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000            | School leader, instructional staff, teachers, support staff                                     |
| Utilize Assisted Technology                     | To prepare students with Career and College Readiness, review prerequisite skills, address areas of deficient, increase engagement and incorporate technology into daily activities, technology will be a focus in upholding our mission of IGNITE. EDUCATE. EXCEL. Elmo projectors and smart boards are a part of lesson planning to model, present and review material. Laptop cart are available to all grades and twice a week students are expected to practice skills at their level on IXL, StudyIsland, Raz-Kids, etc. will be used in various forms to engage the learners and meet them at their ability level. | Technology, Supplemental Materials                     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$50000           | School leader, instructional coach and staff  |
| Data Use for Lesson Delivery from Site Licenses | Reports from IXL, ABC Mouse, StudyIsland, NWEA, LearningAtoZ.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.   | Technology, Supplemental Materials                     | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$6500            | Instructional staff, instructional coaches, school leaders, and support staff                   |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|---|--------|---------|------------|------------|-----|--|
| Incorporate Writing and Reading in all Content Areas | Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.                              | Direct Instruction                            | Tier 1 | Monitor | 08/01/2019 | 06/01/2020 | \$0 | Instructional staff, instructional coaches, school leaders, and district coordinator of student learning                 |
| Use of Rubrics/Checklists for Assignments            | Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.   | Monitor, Direct Instruction                   | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | Instructional staff, instructional coaches, school leaders   |
| Data Team Meeting                                    | Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.   | Monitor, Teacher Collaboration, Communication | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | School leader, instructional coach, administration team, support staff, and the district coordinator of student learning |
| Data Collection and Feedback                         | A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.  | Monitor, Teacher Collaboration, Evaluation    | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | School leader, instructional coach, administration team, support staff   |
| Use of Research and Evidence Based Activities        | Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction. | Direct Instruction                            | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0 | Instructional coach, instructional staff, and support staff  |



## District Improvement Plan

Cesar Chavez Academy

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|---|---|---|--------|-----------|------------|------------|--------|--|
| Intervention Materials  | Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency. These will include: Reading games, manipulatives, leveled readers and various leveled materials, Audio books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. | Academic Support Program                  | Tier 3 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500 | Administrati on, instructional coach, support staff  |
| PBIS Professional Development                                   | Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days.  | Professional Learning                     | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$2500 | School leadership, instructional leadership team, instructional staff, support staff, office staff |
| Monthly Reading Events and Activities                           | Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.   | Parent Involvement                        | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$6500 | School leader, instructional coach, staff  |
| Assistance from Agencies to Present to Families                 | Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.  | Parent Involvement                        | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$3500 | School leader, instructional coach, contractual services and staff                                 |
| Professional Development on Parental and Community Relationship | Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.  | Parent Involvement, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000 | School leader, district director of compliance, instructional coach and support staff              |

## District Improvement Plan

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|--|---|---|--------|---------|------------|------------|---------|---|
| Instructional Learning Cycles                        | Teachers will engage in Instructional learning cycle as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis.   | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$20000 | Math coach, instructional coach, teachers, support staff and school leader    |
| Academic Vocabulary                                  | Teachers will increase the use and emphasis of math vocabulary (Engage NY and MyMath) during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from M-Step and NWEA. Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$1000  | All teachers, instructional support staff                                     |
| Effective Lesson Planning                            | Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.  | Policy and Process  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$0     | All teachers; instructional support staff; instructional coach; school leader |
| Use of Multiple Resources to Increase DI and Mastery | Teachers at all grade levels will provide students with manipulatives such as unifix cubes, counters, and tangrams to use in order to learn math concepts and to master skills. Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success. After data analysis and feedback from parents, students and staff, multi-leveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.  | Direct Instruction  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$13000 | School leader, instructional coach, instructional staff                       |
| Math Centers and Hands on Materials                  | Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc.   | Direct Instruction  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$2500  | School leader, instructional coach, instructional staff                       |

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|---|---|------------------------|--------|-----------|------------|------------|---------|---|
| Software and iPad Applications                                | Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects   | Technology             | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | Administrative team, instructional coach, teachers                        |
| Field Trips to Community Organizations                        | Students will have hands on experiences and real world experiences by participating on field trips to community based organizations.  | Community Engagement   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$13000 | Administration, instructional coach, teachers                             |
| Informational text/literature aligned to MC3 Curriculum       | Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines  | Curriculum Development | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | Administration, instructional coach, teachers                             |
| More Focus and Emphasis on History, Timelines and Biographies | Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text). | Direct Instruction     | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$500   | School leader, instructional coach, support staff and instructional staff |
| Subscriptions to Various Resources                            | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.   | Materials              | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1500  | School leader, instructional and support staff and instructional coach    |
| Quarterly Presentations and Projects                          | Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc   | Direct Instruction     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1000  | School leader, instructional coach, support staff and instructional staff |
| Make Connections to Real Life Application                     | Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.  | Technology             | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$2500  | School leader, instructional coach, support staff and instructional staff |

## District Improvement Plan

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|--|--|--------------------------|--------|-----------|------------|------------|---------|---|
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.   | Technology               | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1500  | School leader, instructional coach, support staff and instructional staff |
| Marzano Professional Development Sessions                    | Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.   | Professional Learning    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff |
| Weekly Hands On Activities                                   | There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.                                      | Direct Instruction       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$10000 | School leader, instructional coach, support staff and instructional staff |
| After School Tutoring  | After school program will use various sources of data to provide research and evidence based interventions.  | Academic Support Program | Tier 2 |           | 08/01/2019 | 06/30/2020 | \$15000 | School leader, instructional coach, support staff and instructional staff |
| Off Campus Experiences/Field Trip                            | Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.   | Field Trip               | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, coach and staff  |
| Daily Response To Intervention Time                          | From 2-3 daily students are grouped based off DRA, StudyIsland, NWEA, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses. | Academic Support Program | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional coach, support staff and instructional staff |

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|--|--|-----------------------------------|--------|-----------|------------|------------|--------|---|
| Off Campus Experiences/Field Trips                       | Trips connected to the Next Generation Science Standards/Michigan Science Standards will be taken monthly to help students connect to real life with increases mastery. Students will have a hands on experience to state standards by participating in field trips. | Field Trip                        | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$8500 | School leader, instructional coach, support staff and instructional staff |
| Professional development on cross curricular instruction | PD on cross curricular instruction to support teachers in implementing high engaging lessons   | Professional Learning             | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$4500 | School leader, instructional coach, support staff and instructional staff |
| More Focus and Emphasis on Science in ELA                | Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).               | Direct Instruction                | Tier 1 | Evaluate  | 08/01/2019 | 06/30/2020 | \$1200 | School leader, instructional coach, support staff and instructional staff |
| Subscriptions to Various Resources                       | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.  | Materials                         | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$3000 | School leader, instructional coach, support staff and instructional staff |
| Use of Leveled Readers to Increase Reading Skills        | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.   | Supplemental Materials, Materials | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$2000 | School leader, instructional staff and coach                              |
| Quarterly Presentations and Projects                     | Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc  | Direct Instruction                | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000 | School leader, instructional coach and instructional/support staff        |

## District Improvement Plan

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|  |  |                          |        |           |            |            |          |   |
|--|--|--------------------------|--------|-----------|------------|------------|----------|---|
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. This software will be utilized by teachers and students to help in understand material to reach mastery on assessments.   | Technology               | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$8900   | School leader, instructional coach, support staff and instructional staff   |
| Summer School  | Summer school program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulative materials, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school. | Academic Support Program | Tier 1 | Evaluate  | 06/17/2019 | 08/16/2019 | \$192874 | School leader, instructional coach, instructional staff, support staff      |
| High Interest Informational Text                             | Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum.  | Direct Instruction       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1200   | School leader, instructional coach, instructional staff, support staff      |
| Data Analysis of Benchmark and Local Assessments             | NWEA, MiStep, WIDA/ELPA, DRA, StudyIsland, MLP, Running Records, and common grade-level assessments will be examined to measure students' levels of mastery to drive instruction.  | Monitor                  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5300   | Instructional coach, school leader, and the district director of compliance |

### Cesar Chavez Academy Elementary

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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## District Improvement Plan

Cesar Chavez Academy

|   |   |  |        |               |            |            |         |  |
|---|---|--|--------|---------------|------------|------------|---------|--|
| Consultant to present ELL strategies                                | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration. | Professional Learning  | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$15000 | School leader, instructional leader, teachers and instructional coach. |
| Recruit and Retain Bilingual / ESL Certified staff                  | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  | Policy and Process, Curriculum Development   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$10000 | District administrative team   |
| Parent Involvement Coordinator                                      | Parent Involvement Coordinators will work within buildings to build effective parent relationships to further gain parental involvement with the school and community. They will also further build parent knowledge and capacity.  | Parent Involvement   | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$50000 | School Leaders, parent involvement coordinators                        |
| Sheltered Instruction Training that addresses 8 components of SIOP  | Teachers will attend training in the 8 components of Sheltered Instruction throughout the school year.  | Professional Learning  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$5000  | School leaders, instructional coaches, ELL coaches                     |
| Increase and Provide PD on SIOP and Best Practices for ELL Students | District will provide an increase of PDs days with a focus on educating ELL on all levels (servicing and exiting students).   | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$10000 | School leader, ELL coach and instructional coach                       |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |               |            |            |         |   |
|---|--|---|--------|---------------|------------|------------|---------|---|
| Ongoing PD from ELL Coaches   | ELL coaches will present quarterly on SIOP strategies, research and areas of concern for the District in relationship to observations and data that will elevate academic scores for ELL students in the district.   | Academic Support Program, Direct Instruction, Implementation, Career Preparation /Orientation, Teacher Collaboration, Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$25000 | ELL coach and administrative team                                     |
| Teachers will include both language and content objectives in their lesson.     | To assist with mastery of content and promote students understanding of what they are learning and the learning targets, teachers will post language and content objectives in their lessons which helps with integration of SIOP.   | Academic Support Program, Direct Instruction, Implementation  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0     | Administrative team and teachers                                      |
| Monitoring with Walkthroughs and Feedback                                       | ELL and instructional coaches will complete observations to support the teachers in delivering instruction to ELL learners, suggest the use of SIOP strategies and best practices. This observation will consist of a SIOP checklist to monitor instruction and student learning | Academic Support Program, Monitor, Implementation, Walkthrough, Professional Learning   | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | ELL and instructional coaches   |
| Utilize SIOP strategies consistently in whole group and small group instruction | The expectation of staff is that the information presented and distributed from SIOP PD will be used daily and planned for with multiple sources of material to reach all students, with a concentrated effort on ELL students.  | Academic Support Program, Direct Instruction  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | Instructional staff, administrative, ELL and instructional coaches    |
| Utilize Data from WIDA, local and state assessments                             | Multiple meetings are planned monthly and quarterly to discuss WIDA and other state mandated testing and local assessments and how at what levels are ELL students are performing on   | Technology, Academic Support Program, Policy and Process, Direct Instruction, Materials   | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$10000 | ELL and Instructional coaches along with school leader and team leads |



## District Improvement Plan

Cesar Chavez Academy

|   |   |   |        |               |            |            |         |  |
|---|---|---|--------|---------------|------------|------------|---------|--|
| Data team meetings that are designed to inform schools and parents of assessment results and student eligibility for ELL services                 | Parents will be notified of their child's need to receive ELL services after teams have met to analysis local and state assessments. The teacher will also be a part of the discussion with the parents to discuss what can be done at home along with additional services at school. | Academic Support Program, Implementation, Teacher Collaboration, Professional Learning  | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$25000 | Administration, teachers, instructional support team, instructional coach                          |
| Administrators and staff will receive technical support on how to manage and deliver services to ELL students in the RTI process.                 | Technical support from outside agencies and consultants will give feedback to staff to promote growth through the RTI process and offer suggestions for improvement for ELL students.   | Academic Support Program, Direct Instruction, Implementation, Materials                 | Tier 2 | Getting Ready | 08/01/2019 | 06/30/2020 | \$35000 | Consultant, teachers, instructional support team, administration team, instructional and ELL coach |
| Teachers will develop maps and pacing guides, lesson plans focused on the ELA Standards.  | Maps and pacing guides will serve as tracking documents to ensure quality and timely instruction for ALL students. They also guide lesson planning with components that support best practices and research based interventions.  | Academic Support Program, Monitor, Direct Instruction, Materials, Professional Learning | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$0     | Administration, school leader, instructional coach and teachers                                    |
| The district will implement a consistent and rigorous mechanism monitoring the standards and ensuring accountability for ELL performance results. | A detailed and document procedure will be recorded to ensure fidelity of monitoring standards through grade book reviews, lesson plans, walkthroughs, RTI/MTSS push in and pull out and SIOP strategies.  | Academic Support Program, Policy and Process, Direct Instruction, Professional Learning | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$0     | ELL coaches, instructional coaches, administration and teachers                                    |
| Instructional staff will use of WIDA rubrics across content areas.  | WIDA rubrics will be used across all subjects to familiarize students with the expectations of the WIDA test and reach all the 3 AMAO targets.  | Direct Instruction, Getting Ready   | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0     | Instructional and ELL coach, instructional staff and administration                                |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |         |            |            |          |  |
|---|--|---|--------|---------|------------|------------|----------|--|
| Intensive Summer School Program   | A six week program will be offered to tier 2 and 3 ELL students to focus on math, reading and writing.   | Supplemental Materials, Academic Support Program, Direct Instruction, Materials   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$80000  | Instructional coach, ELL coach, instructional staff and administration |
| Data-Driven After School Tutoring   | After school tutoring will be scheduled for ELL students to reach WIDA and common core standards as well foundational skills that they haven't mastered.         | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$57000  | Instructional and ELL staff, school leader and instructional coach     |
| ESL Literacy Classes  | ELL students will be placed in classes to support them with Language Acquisition.  | Supplemental Materials, Academic Support Program, Direct Instruction, Implementation, Curriculum Development, Materials | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$77500  | ELL and instructional coach, instructional and support staff           |
| Highly Qualified ESL support paraprofessionals                                  | Paraprofessionals will push in and pull out with Tier 2 students to deliver interventions and teach small groups of ELL students.                                | Academic Support Program, Monitor, Direct Instruction   | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$222000 | School leader, instructional coach, support staff                      |
| Distribute and present informational materials on academic and social concerns. | Monthly themed family events are help to equip families with essential information to help with their child's education and work in partnership with the school. | Monitor, Parent Involvement, Professional Learning, Community Engagement  | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$67500  | Parent Liaison, instructional staff, community partnerships            |

## District Improvement Plan

Cesar Chavez Academy

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|--|--|--|--------|-----------|------------|------------|---------|---|
| Weekly Use of Evidence Based Software Licenses             | Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.   | Technology, Supplemental Materials, Direct Instruction | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5000  | School leader, instructional staff, teachers, support staff   |
| Informational Text & Leveled Readers                       | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.   | Direct Instruction                                     | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$6500  | Instructional staff, instructional coaches, school leaders, and support staff                                   |
| PD on Reading and Writing Across the Curriculum            | Continued professional development for all involved in teaching reading and writing strategies to increase the use of writing across the curriculum  | Professional Learning                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000  | Instructional staff, instructional coaches, school leaders, and support staff                                   |
| Professional Development on WIDA                           | Instructional staff will receive training on how to analyze results from the state test WIDA to drive instruction.   | Professional Learning                                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$500   | Instructional coach, school leader  |
| Informational Text and Leveled Readers (Spanish & English) | Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels. Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books. Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills. | Academic Support Program, Direct Instruction           | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$17602 | School leader, instructional coach, administration team, support staff, and the district director of compliance |

## District Improvement Plan

Cesar Chavez Academy

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|--|---|---|--------|---------------|------------|------------|----------|--|
| Effective Use of Reading Specialist                                    | The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction.                              | Academic Support Program, Teacher Collaboration | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$60000  | School leader, Instructional Coach, Data Coach, Reading specialist                               |
| Utilize Software Licenses to Engage Learners                           | Students will use Learning AtoZ.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (Lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. ESL learning software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction                             | Technology                                      | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$16200  | School leader, coach, teachers and support staff   |
| Sustainable PD on Using Technology                                     | Instructional staff will be equipped the essential tools to teach using Ipads and technology in the form of on-going professional development   | Technology, Professional Learning               | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$2000   | Instructional staff, coach, school leader  |
| Title I Teachers-Data Driven Targeted Interventions                    | Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans, Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, MTSS materials to support small group instruction, Computer-based Reading programs | Academic Support Program, Direct Instruction    | Tier 3 | Monitor       | 08/01/2019 | 06/30/2020 | \$344863 | Administration, district director of compliance, Instructional Coach, Teachers, Title I teachers |
| Accelerated Reader   | Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.  | Technology                                      | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$3000   | School leader, coach, teachers and support staff   |
| Professional Development on RLAC /Phonics First and Phonemic Awareness | Teachers will receive sustainable and ongoing professional development on targeted interventions.   | Monitor   | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$3500   | School leader, instructional coach, instructional staff  |

## District Improvement Plan

Cesar Chavez Academy

|                                       |   |   |        |               |            |            |         |  |
|---------------------------------------|---|---|--------|---------------|------------|------------|---------|--|
| Response to Intervention/Data Coach   | A response to intervention coach will oversee the Rtl process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate Rtl meetings   | Academic Support Program, Monitor, Direct Instruction, Implementation, Curriculum Development, Walkthrough, Professional Learning | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$33000 | Administration   |
| Intervention Materials                | Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency. These will include: Reading games, manipulatives, leveled readers and various leveled materials, Audio books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. | Academic Support Program  | Tier 3 | Monitor       | 08/01/2019 | 06/30/2020 | \$5500  | Administration, instructional coach, support staff   |
| PBIS Professional Development         | Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days.  | Professional Learning   | Tier 1 | Monitor       | 08/01/2019 | 06/01/2020 | \$2500  | School leadership, instructional leadership team, instructional staff, support staff, office staff |
| Bi-Weekly Curriculum Briefing for ELA | Bi-weekly meetings will be held by parent liaison and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.  | Parent Involvement  | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$2150  | Coach, leader, parent liaison, and instructional staff   |
| Parent Friendly Curriculum            | Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.   | Parent Involvement  | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$0     | School leader  |

## District Improvement Plan

Cesar Chavez Academy

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|---|--|--------------------------|--------|-----------|------------|------------|---------|--|
| Dia De La Mujer Conference                    | Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas. | Parent Involvement       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$750   | School leader  |
| Parent Leadership Institutes and Give aways   | Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.  | Parent Involvement       | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$4100  | School leader, staff   |
| Monthly Reading Events and Activities         | Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.  | Parent Involvement       | Tier 1 | Implement | 08/01/2019 | 06/01/2020 | \$6500  | School leader, instructional coach, staff  |
| Monitor the Implementation of SIOP components | Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.  | Academic Support Program | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000 | The district's administrative team(school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| ESL Progress Monitoring Tool                  | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)   | Technology               | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$15000 | The district administrative team is responsible for implementing this activity.  |

## District Improvement Plan

Cesar Chavez Academy

|   |   |  |        |           |            |            |          |   |
|---|---|--|--------|-----------|------------|------------|----------|---|
| SIOF Professional Development                                   | Teachers and district administrative teams will be provided with ongoing professional development on the SIOF components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning                    | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$32200  | The district's administrative team (school leaders, instructional coaches, ELL coaches) will monitor the implementation of this strategy. |
| Implementation of the SIOF model                                | Teachers will utilize the SIOF model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOF 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. | Direct Instruction, Implementation       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2800   | School leadership, instructional leadership team, instructional staff, support staff  |
| Software & Applications Targeting Reading Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology, Getting Ready                | Tier 2 | Monitor   | 08/01/2019 | 06/01/2020 | \$13500  | Instructional Coach, General Staff, and Paraprofessionals   |
| 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.  | Academic Support Program, Implementation | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$165000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers.   |
| MABE Conference   | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference   | Professional Learning                    | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5300   | Administration, instructional coach, instructional staff  |

## District Improvement Plan

Cesar Chavez Academy

|   |  |   |        |           |            |            |          |  |
|---|--|---|--------|-----------|------------|------------|----------|--|
| ESL Resource Materials for supporting students in small group instruction | Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development   | Academic Support Program  | Tier 2 | Implement | 08/01/2019 | 06/30/2020 | \$3600   | Administration, instructional coach, ELL teacher, support staff            |
| ELL Materials for supporting Tier I Instruction                           | ELL iPad applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency. Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills | Technology, Materials   | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5500   | Administration, instructional coach, instructional staff, ELL teacher      |
| Tuition Reimbursement for ELL Endorsement                                 | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.   | Professional Learning   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$9000   | School leaders   |
| ELL Coach   | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback   | Monitor, Walkthrough, Teacher Collaboration                             | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instructional coaches, ELL coaches                         |
| Instructional Learning Cycles   | Teachers will engage in Instructional learning cycle as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis.  | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$20000  | Math coach, instructional coach, teachers, support staff and school leader |
| Computer Applications   | Students will use computer software programs (IXL, Study Island, My Math online) to practice computational skills (including programs for EL students) on a weekly basis.  | Technology  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$7400   | Classroom teachers, instructional support staff, instructional coach       |



## District Improvement Plan

Cesar Chavez Academy

|                                     |   |  |        |           |            |            |          |   |
|-------------------------------------|---|--|--------|-----------|------------|------------|----------|---|
| Math Centers and Hands on Materials | Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc.   | Direct Instruction                       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$2500   | School leader, instructional coach, instructional staff                       |
| After-school Tutoring               | The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math). At the Lower Elementary, students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.  | Academic Support Program                 | Tier 1 | Monitor   | 08/01/2019 | 06/01/2020 | \$28310  | School leader, Instructional Coach, Tutors                                    |
| Summer School                       | Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program                 | Tier 1 | Monitor   | 06/01/2019 | 08/30/2019 | \$164000 | All teachers; instructional support staff; instructional coach; school leader |
| Kinder Summer Institute             | Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.   | Academic Support Program                 | Tier 1 | Monitor   | 06/03/2019 | 08/30/2019 | \$23000  | School leader, instructional coach, instructional staff                       |
| After School Tutoring               | After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction. WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.   | Academic Support Program                 | Tier 2 | Monitor   | 08/01/2019 | 06/30/2020 | \$98000  | School leader, instructional coach, instructional staff                       |
| Summer School Program               | ELL learners will be provided the opportunity to be involved in instruction that addresses their areas of concern in mathematics. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth. ELL students will receive academic support for students scoring basic and low intermediate on the Spring WIDA during an extension of summer school   | Academic Support Program, Implementation | Tier 2 | Implement | 06/03/2019 | 08/30/2019 | \$47700  | School leader, instructional coach, instructional staff                       |

## District Improvement Plan

Cesar Chavez Academy

|   |  |  |        |               |            |            |          |   |
|---|--|--|--------|---------------|------------|------------|----------|---|
| Consultant to present ELL strategies                                      | A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.                                      | Professional Learning                      | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$15000  | School leader, instructional coach, instructional staff         |
| Parental Involvement Activities and Resources                             | Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments.  | Parent Involvement, Professional Learning  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$36940  | School leader, instructional coach, instructional staff         |
| MABE Conference   | Strategies to support English Language Learners for all instructional staff and the opportunity for 2 staff members to attend MABE conference  | Professional Learning                      | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5300   | School leader, instructional coach, instructional staff         |
| Recruit and Retain Bilingual / ESL Certified staff                        | District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.   | Policy and Process, Curriculum Development | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$10000  | District administrative team                                    |
| Tuition Reimbursement for ELL Endorsement                                 | Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.   | Professional Learning                      | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$9000   | School Leaders  |
| ELL Coach   | Assign an ELL coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback   | Monitor, Walkthrough                       | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$120000 | School leaders, instruction coaches, ELL coaches                |
| Utilize ESL Teachers / Support Staff                                      | ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.   | Academic Support Program                   | Tier 2 | Monitor       | 08/01/2019 | 06/30/2020 | \$70000  | School leader, instructional coach, teachers                    |
| ESL Resource Materials for supporting students in small group instruction | Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development | Academic Support Program                   | Tier 2 | Implement     | 08/01/2019 | 06/30/2020 | \$3600   | Administration, instructional coach, ELL teacher, support staff |

## District Improvement Plan

Cesar Chavez Academy

|   |  |                          |        |           |            |            |          |   |
|---|--|--------------------------|--------|-----------|------------|------------|----------|---|
| ELL Materials for supporting Tier I Instruction | ELL iPad applications to reinforce language skills in mathematics. Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction. Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills. | Technology, Materials    | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$5500   | Administration, instructional coach, ELL teacher, support staff   |
| Data Analysis                                   | District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.  | Monitor                  | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$275000 | Instructional coaches and schools leaders are responsible for analyzing data.   |
| Monitor the Implementation of SIOP components   | Using the SIOP walkthrough tools, the district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.  | Academic Support Program | Tier 1 |           | 08/01/2019 | 06/30/2020 | \$30000  | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| ESL Progress Monitoring Tool                    | The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)   | Technology               | Tier 2 |           | 08/01/2019 | 06/30/2020 | \$15000  | The district administrative team is responsible for implementing this activity  |

## District Improvement Plan

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| SIOP Professional Development                                | Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).   | Professional Learning              | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$18200  | The district's administrative team (school leaders, instructional coaches, ELL coach) will monitor the implementation of this strategy. |
| Implementation of the SIOP model                             | Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data. 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. | Direct Instruction, Implementation | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$500    | School leader, instructional coach, instructional staff, support staff  |
| Software & Applications Targeting Math Needs of ELL Students | Beginning stages of training staff on basic knowledge and use of online technology.   | Technology                         | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$8000   | Instructional Coach, General Staff, and Paraprofessionals   |
| ELL Paraprofessional Classroom Push-In and Pull-Out          | Paraprofessionals provide language interventions within the general education classroom as well as in small group setting and/or one-to-one.  | Academic Support Program           | Tier 2 | Monitor | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers  |
| Software and iPad Applications                               | Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects   | Technology                         | Tier 1 | Monitor | 08/01/2019 | 06/30/2020 | \$5000   | Administrative team, instructional coach, teachers  |

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| Field Trips to Community Organizations                              | Students will have hands on experiences and real world experiences by participating on field trips to community based organizations.  | Community Engagemen<br>t       | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$13000  | Administrati<br>on,<br>instructiona<br>l coach,<br>teachers                                      |
| Informational text/<br>literature aligned to MC3<br>Curriculum      | Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines  | Curriculum Developme<br>nt     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | Administrati<br>on,<br>instructiona<br>l coach,<br>teachers                                      |
| Subscriptions to Various<br>Resources                               | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.   | Materials                      | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1500   | School<br>leader,<br>instructiona<br>l and<br>support<br>staff and<br>instructiona<br>l coach    |
| Use Software Licenses<br>to Increase Engagemen<br>t and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.  | Technology                     | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$1500   | School<br>leader,<br>instructiona<br>l coach,<br>support<br>staff and<br>instructiona<br>l staff |
| Summer School   | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic<br>Support<br>Program | Tier 2 | Monitor   | 06/28/2019 | 08/30/2019 | \$144000 | School<br>leader,<br>instructiona<br>l coach,<br>support<br>staff and<br>instructiona<br>l staff |
| Use of Spanish<br>Language Resources                                | Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use.   | Materials                      | Tier 1 | Monitor   | 08/01/2019 | 06/30/2020 | \$5000   | School<br>leader,<br>instructiona<br>l coach,<br>support<br>staff and<br>instructiona<br>l staff |

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| Teacher training on Technology Integration               | Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -FocalPointK-12 - Study Island -IXL -Brain Pop - NWEA - Accelerated Reader -Accelerated Math - Big Ideas - PLATO -Google -Microsoft | Technology, Professional Learning                           | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$5000 | School leader, instructional coach, support staff and instructional staff |
| Off Campus Experiences/Field Trips                       | Trips connected to the Next Generation Science Standards/Michigan Science Standards will be taken monthly to help students connect to real life with increases mastery. Students will have a hands on experience to state standards by participating in field trips.   | Field Trip  | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$8500 | School leader, instructional coach, support staff and instructional staff |
| Science Fair   | All students in grades K-12 will complete a science fair project focusing on the Scientific Process.   | Direct Instruction  | Tier 1 | Getting Ready | 08/01/2019 | 06/30/2020 | \$500  | School leader, instructional coach, support staff and instructional staff |
| Professional development on cross curricular instruction | PD on cross curricular instruction to support teachers in implementing high engaging lessons   | Professional Learning                                       | Tier 1 | Implement     | 08/01/2019 | 06/30/2020 | \$4500 | School leader, instructional coach, support staff and instructional staff |
| Informational text/literature aligned to support science | Informational Text/literature that supports the integration of literacy across content areas   | Academic Support Program, Curriculum Development, Materials | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$5000 | School leader, instructional coach, support staff and instructional staff |
| Science A-Z  | Science A-Z web-based program to support with informational text and inquiry based science experiments.  | Academic Support Program                                    | Tier 1 | Monitor       | 08/01/2019 | 06/30/2020 | \$2500 | School leader, instructional coach, support staff and instructional staff |

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| Use of Leveled Readers to Increase Reading Skills            | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.   | Supplemental Materials, Materials               | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$2000   | School leader, instructional staff and coach   |
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. This software will be utilized by teachers and students to help in understand material to reach mastery on assessments.   | Technology                                      | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$8900   | School leader, instructional coach, support staff and instructional staff                    |
| After School Tutoring  | After school program will use various sources of data to provide research and evidence based interventions. Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. | Academic Support Program                        | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$139000 | School leader, instructional coach, instructional staff, support staff                       |
| 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.   | Academic Support Program                        | Tier 2 | Monitor  | 08/01/2019 | 06/30/2020 | \$100000 | School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers |
| Response to Intervention Coordinator                         | Use of Response to Intervention Coordinator in order to monitor and align interventions, monitor student growth, review logs, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort with support staff and instructional leadership team.  | Academic Support Program, Professional Learning | Tier 1 | Evaluate | 08/01/2019 | 06/30/2020 | \$60000  | School leader, instructional coach, instructional staff, support staff                       |
| High Interest Informational Text                             | Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content. Tradebooks related to the science curriculum, National Geographic for kids (magazine and online), Discovery Education online and United Streaming will all be used to supplement the Science Curriculum.  | Direct Instruction                              | Tier 1 | Monitor  | 08/01/2019 | 06/30/2020 | \$1200   | School leader, instructional coach, instructional staff, support staff                       |

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|---|---|--|--------|-----------|------------|------------|----------|---|
| SIOP Workshops Professional Development | 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 | 08/01/2019 | 06/30/2020 | \$15000  | ESL lead, principal, Instructional Coach, all instructional staff             |
| 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. | Monitor, Implementation, Curriculum Development, Walkthrough, Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$30000  | Principal, instructional coach, ESL coach/ESL Lead                            |
| 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 | Monitor   | 08/01/2019 | 06/30/2020 | \$30000  | ESL Lead, ESL Coach, principal, instructional coach                           |
| Bilingual paraprofessional support      | Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.  | Academic Support Program   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$100000 | Principal   |
| Living Arts Program                     | This program will partner with the staff at various CCA Campuses to ensure receive enriching experiences connecting to culture and art.   | Direct Instruction, Implementation, Materials  | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$12000  | School leader, teachers, Living Arts Program Director and instructional coach |
| Handwriting Without Tears Program       | Handwriting without tears will enhance our writing curriculum through developmentally appropriate, multisensory approach to handwriting instruction which will build the strong foundation to becoming strong writers.  | Academic Support Program, Monitor, Direct Instruction, Implementation                                      | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$1200   | School leader, teacher, instructional coach                                   |
| Parent Liasion                          | Parent Liasion along with staff and administration will plan weekly, monthly and quarterly meetings and events to inform immigrant parents on initiatives (both academic, community and behaviorally).  | Implementation, Community Engagement   | Tier 1 | Implement | 08/01/2019 | 06/30/2020 | \$60000  | School leader, administration and Parent Liasion                              |