



# **School Improvement Plan**

**Cesar Chavez High School**

**Cesar Chavez Academy**

Mr. Juan Martinez, Principal  
4100 Martin St  
Detroit, MI 48210-2806

# TABLE OF CONTENTS

Introduction.....	1
<b>Improvement Plan Assurance</b>	
Introduction.....	3
Improvement Plan Assurance.....	4
<b>Title I Schoolwide Diagnostic</b>	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	13
Component 3: Instruction by Highly Qualified Staff.....	15
Component 4: Strategies to Attract Highly Qualified Teachers.....	16
Component 5: High Quality and Ongoing Professional Development.....	18
Component 6: Strategies to Increase Parental Involvement.....	19
Component 7: Preschool Transition Strategies.....	22
Component 8: Teacher Participation in Making Assessment Decisions.....	23
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	24
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources...	25
Evaluation:.....	27

**CCAHS 2019-2020 Finalized School Improvement Goals**

Overview ..... 29

Goals Summary ..... 30

    Goal 1: All students will be provided pathways to College and Career Readiness..... 31

    Goal 2: All students at Cesar Chavez High School will become proficient readers..... 45

    Goal 3: All students at Cesar Chavez High School will become proficient writers..... 57

    Goal 4: All students at Cesar Chavez High School will become proficient in Mathematics..... 65

    Goal 5: All students at Cesar Chavez High School will become proficient in Science..... 74

    Goal 6: All students at Cesar Chavez High School will become proficient in Social Studies..... 83

    Goal 7: All English Language Learners will increase proficiency in the English Language and all content areas..... 92

    Goal 8: Cesar Chavez High School will increase parent participation in parent engagement activities..... 96

Activity Summary by Funding Source..... 98

## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist	

# **Title I Schoolwide Diagnostic**



## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by various stakeholders within our school, including the school improvement team, teachers, school leader, instructional coach, data coach, as well as parents. We collected data from various sources (i.e. academic performance, SAT, PSAT, ACT, MME, WIDA, NWEA, Focal Point Benchmark data, Process Data, Parent/Staff/Student Surveys), attendance data, in addition to other community socio-economic data. We have reviewed and continue to review this data at MTSS (Multi-tiered Systems of Support) meetings, School Improvement Team meetings, Department meetings, Staff meetings, Grade-Level meetings, and other district level meetings. We reviewed, discussed and made revisions based upon the findings from the data.

Our parent survey results were reported back to parents during the next parent meeting that was held in May. Our staff survey results were reported through the School Improvement Team, Department and Staff meetings. We conducted student surveys based on the NCA survey tool. Our parent surveys were designed by Leona Group management company.

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

The data that was and continues to be reviewed for our decision making purposes are SAT, PSAT, M-Step, WIDA (Access for EIs 2.0), NWEA, Graduation Rates, Attendance Pass/Fail Rates. Michigan moved to the Index system for the 2016-2017 school year and just provided the results in Spring of 2018. Our summary results are as follows:

#### Student Achievement

##### 2017-2018

Overall Index Score: 48.86%

Growth Index Score: 39.16%

Proficiency Overview Score: 37.89%

Graduation Rate: 96.8%

English Learner Progress Overview 45.78%

School Quality and Student Success: 52.12

Assessment Participation: 100%

##### 2016-2017

Overall Index Score: 51.91%

Growth Overview Score: 36.84%

Proficiency Overview Score: 32.69%

Graduation Rate: 95.95%

English Learner Progress Overview: 100%

School Quality and Student Success: 52.14

## School Improvement Plan

Cesar Chavez High School

---

Assessment Participation: 100%

### 2018-2019 NWEA

We exceeded Saginaw Valley's growth projection in the area of student growth. Over 60% of our students met their projected RIT score on the NWEA assessments. We have steady growth on this assessment yearly. While some students might be achieving below grade level, students are still showing growth in both reading and math.

### 2017-2018 NWEA

Spring reports showed that over 60% of our students reached their RIT goals in Reading and Math. We are adding additional reading support this year and identifying ways to increase math proficiency, but our students are showing growth in both reading and math.

### 4 YEAR COHORT RATE

2014-2015: 89.94%

2015-2016: 92.64%

2016-2017: 95.95%

2017-2018: 99.43%

### 2015-2016 M-Step

Science 10% Proficient

Social Studies 31% Proficient

### 2016-2017 M-Step Proficiency

Science 8% Proficient

Social Studies 21% Proficient

### SAT

2015-2016 Composite score: 892.2

2016-2017 Composite score: 887

2017-2018 Composite score: 900

2018-2019 Embargoed

### WIDA (Access for ELLs 2.0)

2017-2018: Scoring standard settings were changed. Students who received 5's and 6's are considered to be reaching proficiency in the English Language. In 9th grade, 15% of our students received an overall composite score of a 5 or 6 on the Access for ELLs. 2.0 WIDA exam. In 10th grade, 12% of our students received an overall composite score of a 5 or 6 on the exam. In 11th grade, 0% of the students received a 5 or a 6. In 12th grade, 7% of our students received a 5 or 6.

### Proficiency by domains:

#### Listening

9th: 71/117 students (61%) received a 5 or a 6

## School Improvement Plan

Cesar Chavez High School

---

10th: 44/85 students (52%) received a 5 or a 6

11th: 34/86 students (39%) received a 5 or a 6

12th: 42/74 students (57%) received a 5 or a 6

### Speaking

9th: 42/117 students (35%) received a 5 or a 6

10th: 30/85 students (35%) received a 5 or a 6

11th: 26/86 students (30%) received a 5 or a 6

12th: 26/74 students (35%) received a 5 or a 6

### Reading

9th: 38/117 students (32%) received a 5 or a 6

10th: 27/85 students (32%) received a 5 or a 6

11th: 28/86 students (33%) received a 5 or a 6

12th: 18/74 students (24%) received a 5 or a 6

### Writing

9th: 0/117 students (0%) received a 5 or 6

10th: 3/85 students (4%) received a 5 or 6

11th: 0/86 students (0%) received a 5 or a 6

12th: 1/74 students (1%) received a 5 or a 6

### WIDA 2016-2017

Our English Learners are progressing. 66.77% of our FAY English Learner students made progress and therefore we were awarded 100% in this area of language growth for English Learners.

### Perceptions (Parents and Staff at a minimum)

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

#### Student Surveys

The highest level of satisfaction was with the quality of education offered and teachers using many methods to check for understanding.

Some other areas that students ranked high were:

That programs and services were available to help them succeed

That purposes and expectations are clearly explained

That principal and teachers have high expectations

That technology is up-to-date and used to help their learning

And school prepares them for success in the next school year

Some areas of lower satisfaction with students were:

-In my school, students treat adults with respect. Only 35.53% Agreed, 11.84% Disagreed

-All of my teachers change their teaching to meet my learning needs. Only 32.44% Agreed, 16.55% Disagreed

-In my school, students respect the property of others. Only 30.47% Agreed, 20.77% Disagreed.

-In my school, students help each other even if they are not friends. Only 30.7% Agreed, 16.25% Disagreed.

## School Improvement Plan

Cesar Chavez High School

---

### 2018-2019 Parent Surveys

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

- My child is getting a good education
- My child feels good about going to school
- The teachers here cared about my child's learning
- parents felt that their children were safe and secure

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

### Staff Surveys

The highest level of satisfaction was that our school leaders monitor data related to school continuous improvement goals and our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. Some other areas that ranked high with staff were:

- That our school's leaders support an innovative and collaborative culture
- That our school maintains facilities that support student learning
- That our school maintains facilities that contribute to a safe environment
- And that our school leaders monitor data related to student achievement

Some lower areas of satisfaction from the staff were:

- In our school, all school personnel regularly engage families in their children's learning progress. Only 24.32% Agreed, 24.32 Disagreed.
- Our school provides sufficient material resources to meet student needs. Only 33.33% Agreed, 22.22% disagreed.

### Demographic

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

- Over 90% Hispanic
- High Percentage of economically disadvantage
- Majority of students free and reduced lunch
- Below average based on our Index Score
- (28 general budget teacher) Staff makeup per grade-level, include support staff
- 3 Title1 teachers
- 1 31a teacher
- 1 instructional coach
- 1 home-liaison
- 17% of our students Office Discipline Referrals

The conclusion of the demographic data that attendance is a problem.

### CONCLUSIONS- What are CAUSES for the GAPS?

Overall, we are outperforming other local high schools with the same demographics, though we are not meeting our proficiency targets in core content areas. Our focus for the upcoming school years need to be on improving achievement in all four content areas. We will be

## School Improvement Plan

Cesar Chavez High School

---

implemented Expository and Non-fiction reading strategies across our content areas to help improve this, as well as attacking NGSS standards. Another focus is ensuring our students are College and Career ready. Our SAT scores have increased over the last few years. We have implemented initiatives and will continue to look into programs to help our students be college and career ready. A third focus for the upcoming schools years is attendance issues. Our district has hired a Truancy Officer this year and will continue to work with them and other staff members to monitor student attendance.

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

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

All content areas are showing positive trends. Our SAT scores are showing improvement. We would like to bring up our Science proficiency.

Which area(s) indicate the overall highest performance?

We are showing our highest proficiencies in Reading according to cross referenced data from NWEA, PSAT Evidence Based Reading and Writing, and benchmark assessments.

Subgroups

While ELL students and Special Education students are struggling to meet state standards on assessments, these groups are both making gains on assessments such as WIDA and NWEA.

Gap

According to our longitudinal data our achievement gap is closing. We will continue to focus on our school initiatives to increase overall student achievement for all subgroups of students.

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

School Improvement Goals:

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

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

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

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

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

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

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

CCAHS will increase parent participation in parent engagement activities.

Our needs assessment indicated that we still need school improvement goals in all core subject areas. We included specific objectives, activities, and strategies to specifically target our ELL, bottom 30%, and special education subgroups. We are also working on writing initiatives within our school to better prepare our high school students for college and career level writing.

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

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

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

We look at various pieces of data to determine the programming for all students and to meet the needs of the students most in need.

Students who are the most disadvantaged are able to participate in after school tutoring, summer school programs, utilize technology, and have access to paraprofessionals and services that will address their needs.

## **Component 2: Schoolwide Reform Strategies**

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

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

We are focused on providing Tier 1 quality instruction to all students through MTSS and SIOP instruction, which align to Marzano. Within the classroom general education teachers, Title teachers, and paraprofessionals may deliver Tier 2 intervention strategies within the classroom, in a small group setting. Tier 3 interventions are provided through Title I teachers and 31a teachers through credit recovery courses, Read 180 programming, specialized math intervention courses, and other online resources.

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

The quality of instruction is increased through MTSS (Multi-tiered Systems of Support) because our teachers, as well as the Instructional Coach analyze data to determine which students are in need of additional interventions and support. We focus on enhancing our Tier 1 instruction, using best practices and high yield strategies that increase student achievement. SIOP instruction is a model we utilize for Tier 1 instruction to ensure that content for English Learners is made comprehensible. The SIOP model ensures that all learners are gaining content and language knowledge. We provide ongoing Professional Development to our staff in all content areas and strategies to increase the quality of instruction through Professional Learning Opportunities, as well as in the form of an Instructional Coach. Furthermore, interventions are provided to students who are not mastering standards simply from Tier 1 instruction. The Positive Behavior Intervention System also plays a crucial role providing behavior interventions to students, which improve the overall structure and climate in the classroom for Tier 1 instruction.

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

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

In the Comprehensive Needs Assessment there were gaps in achievement in all content areas, but more specifically in the bottom 30% of students, special education, and English Learner population. MTSS will address all tiers of students within all content areas. SIOP instruction will ensure that the content being delivered is made comprehensible for not only English Learners, but all learners in the classroom. The Positive Behavior Intervention Support System will also address the behavior needs of our students by reinforcing good behavior and promoting a better classroom climate.



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

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

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

Read 180, Reading Strategies, and ESL through Literacy courses are being used to assess and address students with low reading levels. In 2019-2020 we will have specialized math intervention courses designed for students who are not meeting the skills and standards in mathematics. English Learners are placed in ESL (English as a Second Language Courses), ESL through Literacy Courses, and provided bilingual paraprofessional support to help bridge the gap between content and language.

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

All forms of data, previously listed, is used to determine if the needs of students are being met. Additional data is reviewed for Plato, to see on an individual basis the classes they are passing and at the rate they are passing them. Our graduation rates serve as further evidence. Data is pulled on individual students in the Read 180, Reading Intervention courses, and ESL through Literacy classes. The students are closely monitored to make sure that progress is being made. We review data through our Comprehensive Needs process as well.

### Component 3: Instruction by Highly Qualified Staff

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

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Our turnover rate for the 2015-2016 was 5%.

Our turnover rate for the 2016-2017 school year was below 5%.

Our turnover rate for the 2017-2018 school year was 24%.

Our turnover rate for the 2018-2019 school year was 6%.

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

0-5 years= 19 teachers

6-10 years=7 teachers

11-15 years=2 teachers

16+ years=2 teachers

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

CCAHS has been able to maintain a healthy student enrollment population, which in turn allows staffing levels to remain consistent. CCAHS offers a very clean, safe, healthy, and orderly learning environment. CCAHS offers annual salary increases and bonus pay, as well as 401K, health/dental insurance, and medical savings accounts. We also provide many professional learning opportunities to staff members which help attract and retain highly qualified teachers.

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

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

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

There has not been a high turnover rate.

---

## Component 5: High Quality and Ongoing Professional Development

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

The Comprehensive Needs Assessment identified some weaknesses in all content areas, but we really need to improve proficiency in Science/Social Studies, not only on MSTEP, but through the cross sectional questions of SAT. We will be incorporating Close Reading of non-fiction text into all of our classrooms in hopes of improving this, as well as strategies to analyze text features such as charts, graphs, visuals, etc. We will also gain more of an understanding of the NGSS standards through Wayne RESA (ISD) collaboration and training. We will provide professional development in four content areas, MTSS, SIOP and other strategies to work with ELL Learners, working with at-risk students, along with interventions for working with all tiers of students.

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

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

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

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

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		CCAHS 2019-2020 PD Plan

## Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

Parents are involved in the evaluation of the school wide program through use of parent stakeholder surveys. Parents have opportunities to provide feedback through surveys to evaluate the school wide plan. Parents are also able to evaluate or provide suggestions for revisions of the school wide plan through parent meetings, board meetings, and school improvement meetings. If at any time a parent is not satisfied with any aspect of our school, they can go through the proper channels to set meetings with school administration.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	attached	CCAHS 2019-2020 Parental Involvement Plan

## School Improvement Plan

Cesar Chavez High School

---

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

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

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

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

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

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

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

NA not a requirement at the high school level.

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

N/A

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

Not a requirement at the high school level.

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

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

## School Improvement Plan

Cesar Chavez High School

---

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



## **Component 7: Preschool Transition Strategies**

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

CCAHS does not address preschool age children or kindergarten classrooms.

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

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

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

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

N/A

## **Component 8: Teacher Participation in Making Assessment Decisions**

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

CCAHS teachers are provided significant time towards the identification of academic assessments that they believe are most beneficial. Teachers meet in their respective department meetings bi-weekly. We discuss school based assessments during our annual Teacher's Institutes, provided through TLG, as well as content area cohort meetings. Assessments may also be discussed at School Improvement meetings, staff meetings, and MTSS meetings. Professional development days and TLG/SVSU professional development opportunities also serve as opportunities for staff to share ideas and make recommendations relative to school-based academic assessments. CCAHS teachers are regularly encouraged to bring their ideas and recommendations to administration.

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

CCAHS teachers are provided adequate time monthly, through department team meetings and MTSS meetings to review student achievement data and plan next steps based on the data. We also may review achievement data in School Improvement meetings and Staff meetings. In addition, CCAHS teachers are strongly encouraged to use their formative/summative assessment data to monitor student learning and adjust instruction based on results. Teachers use regular academic assessment results (i.e. - SAT,NWEA, classroom assessments, and Focal Point Benchmark assessments) so that they can adjust instruction based on student's academic needs.

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

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

CCAHS monitor's student academic performance as it pertains to daily class performance as well as standardized assessments. Using formative/summative assessment data collection and analysis is expected of all teachers. Formative/Summative information allows teachers to instantly gauge student's mastery of the content being taught. Administration, as well as the Department of Academic Achievement of Leona Group aggregates data on behalf of the core content areas and shares results with teachers. This includes cut scores and standard errors so that teachers know who the students are and where their scores fall on the proficiency table.

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

Data is reviewed prior to each semester and throughout each semester to place students with interventions, classes, and supports in a timely manner. Data is reviewed through MTSS meetings, department meetings, and grade level meetings to ensure that we are meeting the needs of all students who are having difficulty mastering standards.

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

The teacher utilizes all data to make adjustments to their lesson plans, assignments, and instructional practice, so that all students are able to gain content knowledge and meet the standards. Instructional Learning cycles are completed in ELA, Math, Science, and Social Studies in which students are identified who did not hit the proficiency targets on an assessed standards. As a part of the Instructional Learning cycle, a re-teach plan is created for students which often differentiates various ways to teach the standard. Students are taught through multiple modes of learning.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

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

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

IIA funds: Professional Development opportunities in the areas of effective leadership practices (Master Teacher), how to use data based instruction (ENACT), reading instruction (MRA), and other instructional practices (Teacher Institute).

Title III funds ESL Paraprofessional Support, professional learning opportunities in language and literacy strategies, and tuition reimbursement opportunities to teachers pursuing the ESL endorsement.

31a funds credit recover teachers, as well as quality paraprofessionals to support the school wide reform strategies. Anti-Bullying Liaison and additional security to help implementation of PBIS. 31 a also supports dual enrollment opportunities, as well as additional tutoring opportunities.

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

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

1. Comprehensive needs assessment-General Fund, Title 1, Title III, 31a (all stakeholders involved in needs assessment)
2. School-wide reform strategies-Title I, Title II-A, Title III, 31A
3. Instruction by highly qualified professional staff- General Fund, Title I, Title II-A, Title III, 31A MTSS, SIOP, instructional practice, and other professional learning opportunities.
4. Strategies to attract high quality, highly qualified teachers- general fund, Title II-A Job fairs, teacher mentoring, teacher reimbursement for returning to school, competitive salaries and bonuses
5. High-quality and ongoing professional development - General fund, Title I, Title II-A, Title III, 31a; Instructional Coach, workshops, conferences, SIOP and Language and Literacy trainings, Teacher Institute, Master Teacher online
6. Parent involvement - General Fund, Title I, Title III parent workshops, annual Title I meeting
7. Transition strategies General Fund - 8th grade to high school and special needs to high school
8. Teacher participation in making assessment decisions - General Fund, Title I, 31a, Grade-level team meetings, data analysis, NWEA, quarterly assessments (Focal Point)
9. Timely additional assistance to students - General Fund, Title I, Title III, 31a

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

Behavior Intervention Specialist, Home/School Community Liaison, Security, paraprofessionals, credit recovery programs

## School Improvement Plan

Cesar Chavez High School

---

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

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

We have various and numerous community partnerships that are coordinated through grants, as well as all funding sources to assist our students in all of these areas.

## **Evaluation:**

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

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

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

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

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

CCAHS uses the MTSS process to help assist those students that are the low performers based on the annual state assessments. MTSS meetings are held monthly to monitor student achievement and make adjustments to student courses and interventions. Targeted tutoring, Read 180, reading strategies courses, Plato programs, ESL, and math intervention courses are also used to help close the gaps that exist with our subgroups.

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

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

# **CCAHS 2019-2020 Finalized School Improvement Goals**

## Overview

### Plan Name

CCAHS 2019-2020 Finalized School Improvement Goals

### Plan Description



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be provided pathways to College and Career Readiness.	Objectives: 9 Strategies: 7 Activities: 13	Academic	\$57500
2	All students at Cesar Chavez High School will become proficient readers.	Objectives: 3 Strategies: 8 Activities: 17	Academic	\$371500
3	All students at Cesar Chavez High School will become proficient writers.	Objectives: 3 Strategies: 8 Activities: 20	Academic	\$449500
4	All students at Cesar Chavez High School will become proficient in Mathematics.	Objectives: 3 Strategies: 9 Activities: 18	Academic	\$309000
5	All students at Cesar Chavez High School will become proficient in Science.	Objectives: 3 Strategies: 9 Activities: 16	Academic	\$197928
6	All students at Cesar Chavez High School will become proficient in Social Studies.	Objectives: 3 Strategies: 9 Activities: 17	Academic	\$186980
7	All English Language Learners will increase proficiency in the English Language and all content areas.	Objectives: 2 Strategies: 6 Activities: 13	Academic	\$255500
8	Cesar Chavez High School will increase parent participation in parent engagement activities.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$9500

## **Goal 1: 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 06/26/2020 as measured by Enrollment numbers in English AP courses.

### **(shared) Strategy 1:**

Advanced Instruction - Advanced instruction received in AP Courses through direct teacher instruction in AP audit certified syllabus courses. This will be implemented by the Advanced Placement teachers.

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.

## School Improvement Plan

Cesar Chavez High School

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.	Getting Ready, Implementation, Career Preparation /Orientation, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2020	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers.
Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/30/2020	\$5000	General Fund	AP Teachers, Instructional Coach, Assistant Principal
Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez High School

All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Getting Ready, Implementation, Supplemental Materials, Monitor, Materials	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	No Funding Required	AP Teachers, Instructional Coach, Assistant Principal
---	---	--------	---------	------------	------------	-----	---------------------	---

### Measurable Objective 2:

30% of All Students will achieve college and career readiness experience and enrollment in AP style courses. in Mathematics by 06/26/2020 as measured by Enrollment numbers in Mathematics AP courses.

### (shared) Strategy 1:

Advanced Instruction - Advanced instruction received in AP Courses through direct teacher instruction in AP audit certified syllabus courses. This will be implemented by the Advanced Placement teachers.

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.

## School Improvement Plan

Cesar Chavez High School

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.	Getting Ready, Implementation, Career Preparation /Orientation, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2020	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers.
Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/30/2020	\$5000	General Fund	AP Teachers, Instructional Coach, Assistant Principal
Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez High School

All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Getting Ready, Implementation, Supplemental Materials, Monitor, Materials	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	No Funding Required	AP Teachers, Instructional Coach, Assistant Principal
---	---	--------	---------	------------	------------	-----	---------------------	---

### Measurable Objective 3:

30% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness experience and enrollment in AP style courses in Social Studies by 06/16/2020 as measured by Enrollment numbers in AP Courses..

### (shared) Strategy 1:

Advanced Instruction - Advanced instruction received in AP Courses through direct teacher instruction in AP audit certified syllabus courses. This will be implemented by the Advanced Placement teachers.

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.

## School Improvement Plan

Cesar Chavez High School

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.	Getting Ready, Implementation, Career Preparation /Orientation, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2020	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers.

Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/30/2020	\$5000	General Fund	AP Teachers, Instructional Coach, Assistant Principal

Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Cesar Chavez High School

All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Getting Ready, Implementation, Supplemental Materials, Monitor, Materials	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	No Funding Required	AP Teachers, Instructional Coach, Assistant Principal
---	---	--------	---------	------------	------------	-----	---------------------	---

### Measurable Objective 4:

30% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness experience and enrollment in AP style courses in Science by 06/26/2020 as measured by enrollment numbers in Science AP courses..

### (shared) Strategy 1:

Advanced Instruction - Advanced instruction received in AP Courses through direct teacher instruction in AP audit certified syllabus courses. This will be implemented by the Advanced Placement teachers.

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.



## School Improvement Plan

Cesar Chavez High School

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.	Getting Ready, Implementation, Career Preparation /Orientation, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2020	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers.

Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/30/2020	\$5000	General Fund	AP Teachers, Instructional Coach, Assistant Principal

Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Cesar Chavez High School

All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Getting Ready, Implementation, Supplemental Materials, Monitor, Materials	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	No Funding Required	AP Teachers, Instructional Coach, Assistant Principal
---	---	--------	---------	------------	------------	-----	---------------------	---

### Measurable Objective 5:

10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to build the Robotics program and compete at the state level. in Career & Technical by 06/26/2020 as measured by students collaborating together to build the robotics program and qualify for the state championship..

### Strategy 1:

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

Category: Career and College Ready

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

by: Anita G. Lundy, University of Kansas

Accessed: [http://first.wpi.edu/Images/CMS/First/2007CON\\_Students\\_Attitudes\\_Toward\\_Science\\_Lundy.pdf](http://first.wpi.edu/Images/CMS/First/2007CON_Students_Attitudes_Toward_Science_Lundy.pdf)

Her References:

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

Allport, F.H. and Hartman, D.A. (1935). Measurement and motivation of a typical opinion in a certain group. American Political Science Review, 19, 735-760.

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

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

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

Fraser, B. J. (1981). TOSRA: Test of Science-Related Attitudes Handbook. Hawthorn, Victoria: Australian Council for Educational Research.

## School Improvement Plan

Cesar Chavez High School

---

Kamen, Dean. (2006, June 20). Phone interview.

Klopfer, L.E. (1971). Evaluation of learning in science. In B.S. Bloom, J.T. Hastings, and G.F. Madaus (Eds), Handbook on Summative and formative Evaluation of Student Learning. New York: McGraw-Hill.

Kozlow, M. J., and M. A. Nay. (1976). An Approach to Measuring Scientific Attitudes. Science Education, 60(2): 147-172.

Linton, R. (1945). The cultural background of personality. New York: Appleton-Century-Crofts.

Moore, R. W.. (1971). A Profile of the scientific attitudes of 672 ninth-grade students. School Science and Mathematics, 71(3): 229-232.

Mueller, D.J. (1986). Measuring social attitudes. New York: Teachers College Press, Columbia University.

Pearl, R. E. (1974). The present status of science attitude measurement: History, theory and availability of measurement instruments. School Science and Mathematics, 74(5), 375-381.

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

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

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

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

Tier: Tier 1

Activity - Marketing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Cesar Chavez High School

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.	Getting Ready, Community Engagement, Technology, Field Trip, Career Preparation /Orientation, Extra Curricular, Policy and Process, Communication	Tier 1	Implement	01/02/2017	06/30/2020	\$5000	Other	Robotics Team Coaches, Teachers (differs each year), paraprofessionals (differs each year)
--	---	--------	-----------	------------	------------	--------	-------	--

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.	Other - Engineering, Evaluation, Getting Ready, Implementation, Technology, Field Trip, Supplemental Materials, Career Preparation /Orientation, Monitor, Extra Curricular, Materials, Communication	Tier 1	Implement	01/02/2017	06/30/2020	\$5000	Other	Robotics Team Coaches, Teachers (differs each year), Paraprofessionals (differs each year)

### Measurable Objective 6:

80% of All Students will achieve college and career readiness through attending after school program/activity in Career & Technical by 06/26/2020 as measured by attendance in one or more after school program/activity..

### Strategy 1:

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

## School Improvement Plan

Cesar Chavez High School

academic skills, technical skills, athletic skills, and fostering cultural understanding.

Category: Career and College Ready

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

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

Forum for Youth Investment. (2003, July/August). Quality counts. *Forum Focus*, 1(1).

Grossman, J. B., Price, M. L., Fellerath, V., Jucovy, L. Z., Kotloff, L. J., Raley, R., et al. (2002). *Multiple choices after school: Findings from the Extended-Service Schools Initiative*. Philadelphia: Public/Private Ventures.

Herrera, C., & Arbreton, A. J. A. (2003). *Increasing opportunities for older youth in after-school programs: A report on the experiences of Boys & Girls Clubs in Boston and New York City*. Philadelphia: Public/Private Ventures.

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

Kirby, D. (2001). *Emerging answers: Research findings on programs to reduce teen pregnancy*. Washington, DC: National Campaign to Prevent Teen Pregnancy.

Lauver, S. C. (2002). *Assessing the benefits of an after-school program for urban youth: An impact and process evaluation*. Unpublished doctoral dissertation, University of Pennsylvania, Philadelphia.

McLaughlin, M. (2000). *Community counts: How youth organizations matter for youth development*. Washington, DC: Public Education Network.

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

Sawhill, I. V., & Kane, A. (2003). *Preventing early childbearing*. In I. V. Sawhill (Ed.), *One percent for the kids: New policies, brighter futures for America's children*. Washington, DC: Brookings Institution.

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

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

Tier: Tier 1

Activity - Trade School Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Samano brings students to different trade schools through monthly field trips.	Career Preparation /Orientation , Professional Learning	Tier 1		09/06/2016	06/30/2020	\$0	No Funding Required	Mr. Samano, additional staff volunteers

Activity - Sports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Cesar Chavez High School

Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.	Community Engagement, Field Trip, Extra Curricular, Recruitment and Retention	Tier 1		09/06/2016	06/30/2020	\$15000	General Fund	Jerrold Jackson (Athletic Director) and Coaches.
--	---	--------	--	------------	------------	---------	--------------	--

Activity - Club Cultural Learning Upon Experience (CLUE)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage multiple cultures through field trips.	Community Engagement, Field Trip, Extra Curricular	Tier 1	Implement	09/13/2016	06/30/2020	\$500	General Fund	Mrs. Sanchez

### Strategy 2:

Field Trips - All students will have opportunities to travel to various places outside of school to gain experiences through field trips. This is inclusive of all Tier 1 students and specific field trips may be provided to meet the needs of various subgroups.

Category: Career and College Ready

Tier: Tier 1

Activity - Michigan Career and Technical Institute Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education students will be offered occupational and vocational training for specific disabilities.	Field Trip, Career Preparation /Orientation	Tier 2	Implement	07/01/2017	06/30/2020	\$1000	Special Education	Special Education Teachers and Directors, Administrators

### Measurable Objective 7:

85% of Eleventh and Twelfth grade students will complete a portfolio or performance task in English Language Arts by 06/26/2020 as measured by rubric and interview process.

### Strategy 1:

Portfolio Process - This strategy will be implemented in the 3rd and 4th quarter of 11th and 12th grade classes. The teacher will model college and career readiness skills.

Category: English/Language Arts

Tier: Tier 1

## School Improvement Plan

Cesar Chavez High School

Activity - Portfolio Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will provide examples, edit student work, conduct student interviews, and connect real world applications to the classroom. This will prepare students for professionalism and matriculation process.	Evaluation, Academic Support Program, Getting Ready, Community Engagement, Implementation, Technology, Career Preparation /Orientation, Extra Curricular, Teacher Collaboration, Materials, Communication	Tier 1	Monitor	09/08/2015	06/30/2020	\$1000	General Fund	ELA Teachers and support staff

### Measurable Objective 8:

100% of All Students will achieve college and career readiness by collaborating with a College and Career Advisor in Career & Technical by 06/26/2020 as measured by college applications, college admission, and career opportunities.

### Strategy 1:

College and Career Advisor - Our College and Career Advisor will work with students to apply for college, provide opportunities for career and skill building, apply for financial aid, and offer parental guidance in the area of college and career readiness for students.

Category: Career and College Ready

Tier: Tier 1

Activity - College Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Career and College Advisor will provide opportunities for students to visit college campuses, as well provide opportunities for college representatives to visit our high school.	Career Preparation /Orientation	Tier 1	Monitor	06/28/2018	06/30/2020	\$10000	General Fund	College and Career Advisor, Administration

## School Improvement Plan

Cesar Chavez High School

### Measurable Objective 9:

100% of All Students will increase student growth in their practice SAT score in English Language Arts by 06/14/2020 as measured by school administration and instructional staff using the ENACT practice tests and resources.

#### Strategy 1:

ENACT program - School staff will work with staff and materials from the ENACT program to interpret, analyze, and use 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

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 practices tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.	Implementation, Supplemental Materials, Professional Learning	Tier 1	Implement	06/11/2019	06/30/2020	\$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 instruction on test preparation to students.	Implementation, Supplemental Materials, Direct Instruction, Teacher Collaboration	Tier 1		06/11/2019	06/30/2020	\$7500	Title I Schoolwide	All stakeholders - teachers, principal, assistant principal, instructional coach

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

### Measurable Objective 1:

50% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Reading by 06/26/2020 as measured by M-Step/SAT standardized tests..



**(shared) Strategy 1:**

Response to Interventions - Teachers and content specialist 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: Learning Support Systems

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

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

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

"Data Analysis in Administrators' Hands. An Oxymoron?" Theodore B. Creighton.

The School Administrator, April 2001.

"Data in Your Hands." Raymond Yeagley. The School Administrator, April 2001.

"Data: Mining with a Mission." Judy Salpeter. Technology & Learning, March 2004.

"How Data Can Help: Putting Information to Work to Raise Student Achievement." Jane Armstrong and Katy Anthes. American School Board Journal, November 2001.

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." Nancy Protheroe. ERS Spectrum, Summer 2001.

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

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

A report produced by Eduventures, Inc., November 2003.

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

January 2004. For a full copy of the report:

[www.csos.jhu.edu/systemics/datause.htm](http://www.csos.jhu.edu/systemics/datause.htm).

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

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

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

Tier: Tier 1

## School Improvement Plan

Cesar Chavez High School

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/30/2020	\$500	Title I Schoolwide	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	\$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

## School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
<b>Activity - Collaboration Time</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>
General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
<b>Activity - Reading Specialist</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 Reading Specialist will collect various forms of student achievement data, as it pertains to reading instruction, and discuss data with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	07/02/2015	06/30/2020	\$20000	Title I Part A	School Leader, Assistant Principal, Instructional Coach, Reading Specialists
<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>

## School Improvement Plan

Cesar Chavez High School

All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Academic Support Program, Curriculum Development, Implementation, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$50000	General Fund	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader
---	--	--------	--	------------	------------	---------	--------------	--

### Strategy 2:

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

Category: English/Language Arts

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

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

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

"Data Analysis in Administrators' Hands. An Oxymoron?" Theodore B. Creighton. The School Administrator, April 2001.

"Data in Your Hands." Raymond Yeagley. The School Administrator, April 2001.

"Data: Mining with a Mission." Judy Salpeter. Technology & Learning, March 2004.

"How Data Can Help: Putting Information to Work to Raise Student Achievement." Jane Armstrong and Katy Anthes. American School Board Journal, November 2001.

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." Nancy Protheroe. ERS Spectrum, Summer 2001.

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

"Making Sense of the Data. Overview of the K-12 Data Management and Analysis Market." A report produced by Eduventures, Inc., November 2003.

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

## School Improvement Plan

Cesar Chavez High School

[www.csos.jhu.edu/systemics/datause.htm](http://www.csos.jhu.edu/systemics/datause.htm).

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

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

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

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2020	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader, District EL Coordinator

### Strategy 3:

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

Category: English/Language Arts

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

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

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

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

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

Tier: Tier 1

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

## School Improvement Plan

Cesar Chavez High School

Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning		Monitor	08/24/2015	06/30/2020	\$3000	Title I School Improvement (ISI)	All English Language Arts Instructors, Reading Specialist, Instructional Coach
---	-----------------------	--	---------	------------	------------	--------	----------------------------------	--

Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program		Monitor	08/24/2015	06/30/2020	\$500	Title I School Improvement (ISI)	Teachers and support staff personal.

### Strategy 4:

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

Category: Other - Professional Learning

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in ELA.	Professional Learning	Tier 1	Implement	08/17/2015	06/30/2020	\$20000	Title II Part A	general education staff, support staff, Title and 31 staff, school leader, instructional coach

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

## School Improvement Plan

Cesar Chavez High School

The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	07/01/2015	06/30/2020	\$40000	Title I Part A	Instructional Coach and School Leader
---	--	--------	---------	------------	------------	---------	----------------	---------------------------------------

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.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1		07/04/2016	06/30/2020	\$10000	General Fund	Management Company, Principal

### Strategy 5:

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

Category: Other - Parental Involvement

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and education parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2020	\$2000	Title I Part A	School Leader, Parent Liaison, general education staff, and support staff

### Strategy 6:

Notice and Note - The Notice and Note strategy will be implemented by all teaching staff in the English department. It includes sign postings and teaching the skills in the Notice and Note program. This includes different skills students will be required to be proficient in at the end of each grade.

Category: English/Language Arts

## School Improvement Plan

Cesar Chavez High School

Tier: Tier 1

Activity - Notice and Note	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Notice and Note strategy includes posters, bookmarks, and professional learning around how to have students achieve proficiency in these English skills.	Curriculum Development, Implementation, Supplemental Materials	Tier 1		06/11/2019	06/30/2020	\$1000	General Fund	English department and curriculum coach

### Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in language acquisition, reading fluency, and reading comprehension. in Reading by 06/26/2020 as measured by The eleventh grade SAT and WIDA.

### Strategy 1:

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

Category: English/Language Arts

Research Cited: RtI Action Network copyright 2014

Tier: Tier 3

Activity - Training Staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

### Strategy 2:

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

Category:

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

Tier: Tier 2



## School Improvement Plan

Cesar Chavez High School

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	Title I Part A	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers.

### Measurable Objective 3:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in the area of reading in English Language Arts by 06/26/2020 as measured by the state assessment.

### (shared) Strategy 1:

Response to Interventions - Teachers and content specialist 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: Learning Support Systems

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

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

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

"Data Analysis in Administrators' Hands. An Oxymoron?" Theodore B. Creighton. The School Administrator, April 2001.

"Data in Your Hands." Raymond Yeagley. The School Administrator, April 2001.

"Data: Mining with a Mission." Judy Salpeter. Technology & Learning, March 2004.

"How Data Can Help: Putting Information to Work to Raise Student Achievement." Jane Armstrong and Katy Anthes. American School Board Journal, November 2001.

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." Nancy Protheroe. ERS Spectrum, Summer 2001.

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

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

A report produced by Eduventures, Inc., November 2003.

"Software Enabling School Improvement through Analysis of Student Data." Report No. 67, published by

## School Improvement Plan

Cesar Chavez High School

the Center for Research on the Education of Students Placed At Risk, a national research and development center supported by a grant from the Institute of Education Sciences, U.S. Department of Education;

January 2004. For a full copy of the report:

[www.csos.jhu.edu/systemics/datause.htm](http://www.csos.jhu.edu/systemics/datause.htm).

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

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

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

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/30/2020	\$500	Title I Schoolwide	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez High School

The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	\$40000	Title I Part A	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support 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 across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
<b>Activity - Collaboration Time</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>
General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
<b>Activity - Reading Specialist</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>

## School Improvement Plan

Cesar Chavez High School

The Reading Specialist will collect various forms of student achievement data, as it pertains to reading instruction, and discuss data with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	07/02/2015	06/30/2020	\$20000	Title I Part A	School Leader, Assistant Principal, Instructional Coach, Reading Specialists
---	--	--------	-----------	------------	------------	---------	----------------	--

Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Academic Support Program, Curriculum Development, Implementation, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$50000	General Fund	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader

### Goal 3: All students at Cesar Chavez High School will become proficient writers.

#### Measurable Objective 1:

43% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Writing by 06/26/2020 as measured by SAT/MStep state standardized assessments..

#### Strategy 1:

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

Category:

Tier: Tier 1

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

## School Improvement Plan

Cesar Chavez High School

Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education.
---	--------------------------	--------	-----------	------------	------------	---------	----------------	--

Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will provide intensive writing interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, and Math Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students to be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Academic Support Program, Monitor	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	General Fund	All Teachers, Support Staff, Instructional Coach, and School Leader.

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

## School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
--	--	--------	---------	------------	------------	--------	--------------	---

Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	Title I Part A	School Leader, Data Coach

### Strategy 2:

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

Category:

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

## School Improvement Plan

Cesar Chavez High School

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

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

### Strategy 3:

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

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$3000	Title I School Improvement (ISI)	All General Education Teachers, Special Education Teachers, all Support Staff, Instructional Coach, School Leader

### Strategy 4:

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

Category:

SY 2019-2020

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

**School Improvement Plan**

Cesar Chavez High School

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All General Education Teachers, Special Education Teachers, and Support Staff will receive various professional learning opportunities in core subjects.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	Title II Part A	All General Education Teachers, Special Education Teachers, all Support Staff, Title and 31 support staff, Instructional Coach, School Leader

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$40000	Title I Part A	Instructional Coach and School Leader

**Strategy 5:**

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

Category:

Tier: Tier 1

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



## School Improvement Plan

Cesar Chavez High School

The school will hold monthly parent meetings to inform and educate the parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	Title I Part A	School, Leader, Home-Community Liaison, General Education Staff, and Support Staff
--	--------------------	--------	-----------	------------	------------	--------	----------------	--

### Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in language acquisition, writing fluency, and writing for comprehension in Writing by 06/26/2020 as measured by the eleventh grade MStep, SAT, and teacher created writing assessments..

### Strategy 1:

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

Category: Other - English Language Learner

Tier: Tier 3

Activity - Training staff in use of online programs and applications.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Implement	08/24/2015	06/30/2020	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

### Strategy 2:

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

Category: Other - ESL

Tier: Tier 2

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

**School Improvement Plan**

Cesar Chavez High School

Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementa tion	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	Title III	School Leader, Instructiona l Coach, ESL Coach, Paraprofes sionals, General Education Teachers
--	--------------------	--------	-----------	------------	------------	----------	-----------	--

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Materials will be provided to support and enhance language acquisition.	Implementa tion	Tier 2	Implement	08/24/2015	06/30/2020	\$3000	Title III	School Leader, Instructiona l Coach, ESL Coach, Paraprofes sionals, General Education Teachers

**Measurable Objective 3:**

A 10% increase of Students with Disabilities students will demonstrate a proficiency in the area of writing in Writing by 06/26/2020 as measured by MStep, SAT, and Teacher created assessments.

**Strategy 1:**

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

Category:

Tier: Tier 3

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

## School Improvement Plan

Cesar Chavez High School

Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and nay other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	Title I School Improvement (ISI)	All Instructional Staff, Support Staff, School Leader and Instructional Coach
<b>Activity - At-Risk Support Staff</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>
Department specific support staff member that addresses out at-risk population by assisting students that are identified through our teacher driven Rtl process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Support Staff, Instructional Coach, and Special Education Teachers
<b>Activity - Writing Interventions</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 monitor students writing and identify at-risk students so that writing interventions may be provided.	Academic Support Program	Tier 3	Implement	08/24/2015	06/30/2020	\$40000	Title I Part A	The School Leader, Title 1 Teacher, Instructional Coach, Instructional Staff, and Support 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>

## School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
<b>Activity - Collaboration Time</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>
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
<b>Activity - Data 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 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	Implement	08/24/2015	06/30/2020	\$20000	Title I Part A	School Leader and Data Coach

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

### Measurable Objective 1:

44% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Mathematics by 06/26/2020 as measured by MME and SAT Assessments.

## School Improvement Plan

Cesar Chavez High School

### (shared) Strategy 1:

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

Category: Career and College Ready

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	Title I Schoolwide	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$40000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff

## School Improvement Plan

Cesar Chavez High School

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	Title I Part A	School Leader, Data Coach

### Strategy 2:

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

## School Improvement Plan

Cesar Chavez High School

Category: Other - ESL/School Culture

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.

### Strategy 3:

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

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading and problem solving strategies within the mathematics classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$3000	Title I School Improvement (ISI)	All Math Instructors and Support Staff

### Strategy 4:

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

Category:

Tier: Tier 1

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

## School Improvement Plan

Cesar Chavez High School

Teachers will receive various professional learning opportunities in Math.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach
--	-----------------------	--------	-----------	------------	------------	---------	-----------------	--

Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist will analyze data in regards to speciality an provide feedback for staff and students that will further student achievement.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$40000	Title I Part A	Instructional Coach, Assistant Principal, School Leader

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Professional Learning	Tier 1	Implement	07/04/2016	06/30/2020	\$10000	Title II Part A	principal

Activity - School Leader and Instructional Coach Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------



## School Improvement Plan

Cesar Chavez High School

The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/05/2016	06/30/2020	\$8000	Title II Part A	principal, instructional coach
--	-----------------------	--------	-----------	------------	------------	--------	-----------------	--------------------------------

### Strategy 5:

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

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

### Strategy 6:

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

Category: Career and College Ready

Tier: Tier 1

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

## School Improvement Plan

Cesar Chavez High School

To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1		07/01/2016	06/30/2020	\$0	General Fund	principal, instructional coach
--	------------	--------	--	------------	------------	-----	--------------	--------------------------------

### Strategy 7:

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

Category: Mathematics

Tier: Tier 1

Activity - Focal Point K-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focal Point K-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.	Curriculum Development, Technology, Materials	Tier 1	Implement	07/04/2017	06/30/2020	\$15000	General Fund	principal, instructional coach

### Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Mathematics in Mathematics by 06/26/2020 as measured by MStep, SAT, Teacher created math assessments.

### Strategy 1:

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

Category: Other - English as a Second Language

Tier: Tier 3

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

## School Improvement Plan

Cesar Chavez High School

Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals
---	---------------	--------	---------------	------------	------------	--------	-------------	---

### Strategy 2:

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

Category:

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide language interventions within the mathematics classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided to support and enhance language acquisition, as well as acquisition of necessary mathematical skills.	Academic Support Program, Materials	Tier 2	Monitor	08/24/2015	06/30/2020	\$1000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

### Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency in Mathematics in Mathematics by 06/29/2018 as measured by MStep, SAT, and teacher created assessments.

## School Improvement Plan

Cesar Chavez High School

### (shared) Strategy 1:

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

Category: Career and College Ready

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	Title I Schoolwide	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$40000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff

**School Improvement Plan**

Cesar Chavez High School

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	Title I Part A	School Leader, Data Coach

**Goal 5: All students at Cesar Chavez High School will become proficient in Science.**

**School Improvement Plan**

Cesar Chavez High School

**Measurable Objective 1:**

18% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Science by 06/26/2020 as measured by M-STEP, MME, SAT and other standardized tests..

**(shared) Strategy 1:**

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

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$3428	Section 31a, Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Instructional Coach.
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Other, Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Science Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez High School

Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students. This includes informational text reading interventions.	Other, Academic Support Program	Tier 3	Implement	08/24/2015	06/30/2020	\$500	Title I Schoolwide	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support 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,	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.
<b>Activity - Collaboration Time</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>
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
<b>Activity - Data 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>

## School Improvement Plan

Cesar Chavez High School

The Data Coach, Reading Specialist, and Instructional 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	Implement	08/24/2015	06/30/2020	\$20000	Title I Part A	School Leader, Data Coach, Reading Specialist, Instructional Coach
--	--	--------	-----------	------------	------------	---------	----------------	--

### Strategy 2:

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

Category:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from, focused training on, and how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$15000	Title I Schoolwide	Science Instructors, Instructional Coach, Assistant Principal, Principal, support staff

Activity - Scientific Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$0	No Funding Required	All Science Teachers, Instructional Coach, Assistant Principal

### Strategy 3:

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

Category:

Tier: Tier 1



## School Improvement Plan

Cesar Chavez High School

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learners (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of high-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

### Strategy 4:

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

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Science.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$40000	Title I Part A	Instructional Coach and School Leader

## School Improvement Plan

Cesar Chavez High School

### Strategy 5:

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

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff.

### Strategy 6:

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

Category: Science

Tier: Tier 1

Activity - supplemental science materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.	Materials	Tier 1	Implement	07/01/2016	06/30/2020	\$5000	Title I Part A	principal

### Strategy 7:

Improve student use of CER (claim, evidence, reasoning) - This strategy will work by having teachers and students spend more time going through the process of Claims, Evidence, and Reasoning. This will be implemented in a variety of ways by teachers instructing and scaffolding students to this skill. This will be measured through a department-made rubric.

Category: Science

**School Improvement Plan**

Cesar Chavez High School

Tier: Tier 1

Activity - Claims, Evidence, Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increased emphasis on Claim, Evidence, Reasoning by the science department to help students with this scientific skill.	Curriculum Development, Getting Ready	Tier 1	Getting Ready	06/11/2019	06/30/2020	\$0	General Fund	Science department

**Measurable Objective 2:**

10% of English Learners students will demonstrate a proficiency in Science in Science by 06/26/2020 as measured by MStep, SAT, and teacher created assessments.

**Strategy 1:**

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

Category:

Tier: Tier 2

Activity - Training staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology	Academic Support Program, Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

**Strategy 2:**

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

Category:

Tier: Tier 2

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

## School Improvement Plan

Cesar Chavez High School

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, Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
--	--	--------	-----------	------------	------------	----------	-----------	--

### Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency in Science in Science by 06/26/2020 as measured by MStep, SAT, and teacher created assessments.

### (shared) Strategy 1:

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

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$3428	Section 31a, Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Instructional Coach.
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez High School

Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Other, Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
<b>Activity - Science Interventions</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 be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students. This includes informational text reading interventions.	Other, Academic Support Program	Tier 3	Implement	08/24/2015	06/30/2020	\$500	Title I Schoolwide	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support 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,	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.
<b>Activity - Collaboration Time</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>

## School Improvement Plan

Cesar Chavez High School

General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
---	---	--------	-----------	------------	------------	-----	--------------	--

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach, Reading Specialist, and Instructional 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	Implement	08/24/2015	06/30/2020	\$20000	Title I Part A	School Leader, Data Coach, Reading Specialist, Instructional Coach

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

### Measurable Objective 1:

31% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Social Studies by 06/26/2020 as measured by the M-STEP, Michigan Merit Examination (MME), or any other state assessment.

### (shared) Strategy 1:

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

Category:

Tier: Tier 1

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

## School Improvement Plan

Cesar Chavez High School

Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$3400	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
<b>Activity - At-Risk Support Staff</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>
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education, Reading Specialist
<b>Activity - Social Studies Interventions</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 Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$500	Title I Schoolwide	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support 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>

## School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
--	--	--------	---------	------------	------------	--------	--------------	---

Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader

### Strategy 2:

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

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$3080	Title I Schoolwide	All Social Studies Instructors and support staff

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



## School Improvement Plan

Cesar Chavez High School

Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program		Getting Ready	08/24/2015	06/30/2020	\$0	No Funding Required	All Social Studies Instructors
<b>Activity - Expansion of 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>
All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary and utilize Language and Literacy strategies and activities to implement.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$0	Title I Part A	All Social Studies Instructors, Instructional Coach

### Strategy 3:

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

Category:

Tier: Tier 1

<b>Activity - Sheltered Instruction Observation Protocol (SIOP)</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 instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.

### Strategy 4:

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

Category: Other - Professional Development

Tier: Tier 1

## School Improvement Plan

Cesar Chavez High School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Social Studies.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue to instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$40000	Title II Part A	Instructional Coach and School Leader

### Strategy 5:

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

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

## School Improvement Plan

Cesar Chavez High School

### Strategy 6:

Field Trips/Experiential Learning - The teacher provides, implements, and supports experiential learning and field trips for all students which will enhance curriculum taught. This will provide meaningful experiences and connections for students to the curriculum.

Category: Social Studies

Tier: Tier 1

Activity - Field Trips/Experiential Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide field trip and experiential learning experiences for students that connect to and enhance what is being taught in the curriculum.	Field Trip	Tier 1	Getting Ready	06/30/2017	06/30/2020	\$2000	General Fund	Social Studies Staff

### Strategy 7:

Improve student interpretation of visual data - Teachers will increase instructional time spent on direct instruction relating to reading visual data such as graphs, maps, charts, and political cartoons.

Category: Social Studies

Tier: Tier 1

Activity - Purchase materials to help implement an increase in visual data instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase time directly teaching visual data skills	Curriculum Development, Implementation, Supplemental Materials, Direct Instruction, Materials, Professional Learning	Tier 1	Implement	08/01/2019	08/01/2020	\$5000	General Fund	Social studies department, Curriculum coach

### Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Social Studies in Social Studies by 06/26/2020 as measured by MSTEP, SAT, and teacher created assessments.

### Strategy 1:

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

**School Improvement Plan**

Cesar Chavez High School

Category: Learning Support Systems

Tier: Tier 2

Activity - Training staff in use of online programs and applications.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

**Strategy 2:**

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

Category: Learning Support Systems

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide reading and language interventions within the Social Studies classroom as well as in small group setting and/or one-to-one.	Academic Support Program, Monitor	Tier 2	Monitor	08/24/2015	06/30/2020	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

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

## School Improvement Plan

Cesar Chavez High School

Materials will be provided to support and enhance language acquisition.	Academic Support Program, Materials	Tier 2	Monitor	08/24/2015	06/30/2020	\$1000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
---	-------------------------------------	--------	---------	------------	------------	--------	-----------	--

### Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency in Social Studies in Social Studies by 06/26/2020 as measured by MStep, SAT, and teacher created assessments.

### (shared) Strategy 1:

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

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$3400	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Cesar Chavez High School

Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education, Reading Specialist
<b>Activity - Social Studies Interventions</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 Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$500	Title I Schoolwide	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support 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 across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
<b>Activity - Collaboration Time</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>

**School Improvement Plan**

Cesar Chavez High School

General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
---	---	--------	-----------	------------	------------	-----	--------------	---

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

**Measurable Objective 1:**

25% of English Learners students will demonstrate a proficiency in reading, listening, speaking, and writing in English Language Arts by 06/26/2020 as measured by Annual WIDA assessment.

**Strategy 1:**

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

Category: English/Language Arts

Tier: Tier 1

Activity - SIOP Workshops Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have a series of four onsite SIOP workshops, as well as attend any off site language and literacy professional development opportunities.	Professional Learning	Tier 1	Implement	03/25/2016	06/30/2020	\$5000	Title III	ESL lead, principal, Instructional Coach, all instructional staff

Activity - ESL Coach/ESL Lead	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

## School Improvement Plan

Cesar Chavez High School

ESL Coach or ESL department chair will monitor implementation of SIOP Model and corresponding strategies within the classroom. This ESL Coach or lead will collaborate with the instructional coach and instructional staff to ensure that the SIOP model is implemented.	Curriculum Development, Walkthrough, Implementation, Monitor, Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2020	\$10000	Title III	Principal, instructional coach, ESL coach/ESL Lead
---	--	--------	-----------	------------	------------	---------	-----------	--

Activity - Training for ESL team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL team will seek out other language and literacy professional development trainings to attend offered by MDE, RESA, BEHR, or similar provider. These trainings may include the MABE conference, Special Populations conference, or other similar events.	Professional Learning	Tier 1		06/17/2016	06/30/2020	\$10000	Title III	ESL Lead, ESL Coach, principal, instructional coach

Activity - EDGE curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify a new curriculum to be used with English Language Learners in ESL class.	Curriculum Development, Implementation, Direct Instruction, Materials	Tier 2	Monitor	07/01/2016	06/30/2020	\$20000	General Fund	principal, ESL Lead, Instructional Coach

### Strategy 2:

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

Category: Technology

Tier: Tier 1

Activity - i Lit Computer Based program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Cesar Chavez High School

The ESL classroom will utilize the i Lit computer based program at a minimum of one time per week to practice language acquisition skills and reading skills.	Technology , Supplemental Materials	Tier 2	Monitor	07/03/2017	06/30/2020	\$5000	Section 31a	ESL teacher, ESL lead, principal, Instructional Coach
<b>Activity - Supplemental Technology Resources</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>
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	07/01/2016	06/30/2020	\$10000	Title III	principal, technology coordinator, ESL teacher, ESL lead

### Strategy 3:

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

Category: Learning Support Systems

Tier: Tier 2

<b>Activity - Summer School and 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>
After-School tutoring and Summer School language acquisition tutoring opportunities	Direct Instruction	Tier 2	Monitor	04/22/2016	06/30/2020	\$10000	Title III	principal
<b>Activity - ESL Through Literacy Class</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 scoring 1-4 on WIDA assessment will be enrolled in ESL classes and instructed in reading, writing, speaking, and listening	Direct Instruction	Tier 2	Monitor	09/07/2015	06/30/2020	\$75000	General Fund	principal, ESL coach/lead, instructional coach
<b>Activity - Bilingual paraprofessional support</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>
Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.	Academic Support Program	Tier 1	Monitor	09/07/2015	06/30/2020	\$100000	Title I Part A	principal

## School Improvement Plan

Cesar Chavez High School

### Strategy 4:

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

Category: English/Language Arts

Tier: Tier 1

Activity - Tuition Reimbursement for ESL endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tuition reimbursement to teachers pursuing an ESL endorsement	Implementation, Recruitment and Retention, Professional Learning	Tier 1	Implement	09/07/2015	06/30/2020	\$8000	Title III	principal

### Strategy 5:

Field Trips - English Learners will have opportunities to attend field trips outside of their community and school. This strategy will help immerse English learners in the English language.

Category: Elective Courses

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will have opportunities for extension activities outside of the school. The Language Learners will attend field trips.	Community Engagement, Implementation, Field Trip, Career Preparation /Orientation, Extra Curricular	Tier 1	Implement	07/03/2017	06/30/2020	\$2000	General Fund	ESL Teachers, Support Staff, Administration

### Measurable Objective 2:

100% of English Learners students will increase student growth in reading and math in Mathematics by 06/26/2020 as measured by the state's annual assessment.

### Strategy 1:

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

Category: Career and College Ready

SY 2019-2020

© 2019 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

**School Improvement Plan**

Cesar Chavez High School

Research Cited: Marzano

Tier: Tier 1

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will utilize a Word Wall.	Monitor	Tier 1	Monitor	01/04/2016	06/30/2020	\$0	No Funding Required	all instructional staff, principal, instructional coach

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers to illustrate vocabulary	Curriculum Development, Direct Instruction, Materials	Tier 1	Monitor	09/07/2015	06/30/2020	\$500	General Fund	principal, instructional coach

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

**Measurable Objective 1:**

collaborate to increase parental participation in students' educational process by 06/26/2020 as measured by attendance rates of parents in all parental involvement activities.

**Strategy 1:**

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

Category: Other - Parental Involvement

Tier: Tier 1

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

## School Improvement Plan

Cesar Chavez High School

CCAHS will send frequent written materials home (in a language parents understand) involving strategies for supporting, encouraging, and assisting their learners at home in academics	Parent Involvement, Academic Support Program, Community Engagement	Tier 1	Monitor	07/01/2016	06/30/2020	\$1000	General Fund	principal, instructional staff, office staff
--	--	--------	---------	------------	------------	--------	--------------	--

Activity - ESL Focus Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At monthly parent meetings, focus on strategies for parents of English Language Learners	Parent Involvement	Tier 1	Implement	08/22/2016	06/30/2020	\$1000	Title III	principal, ESL Lead, Parent Liaison

### Strategy 2:

Community Awareness/Outreach Program - Various programs will be implemented based on the need and demographics of the community.

Category: Other - Parental Involvement

Tier: Tier 1

Activity - Community Awareness/Outreach Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various programs and activities will be implemented based on the need of the parents and community.	Parent Involvement, Community Engagement	Tier 1	Implement	08/28/2017	06/30/2020	\$7500	General Fund	Instructional Staff, Support Staff, Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading and problem solving strategies within the mathematics classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$3000	All Math Instructors and 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		Monitor	08/24/2015	06/30/2020	\$500	Teachers and support staff personal.
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.
Differentiated Instruction	Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Instructional Staff, Support Staff, School Leader and Instructional Coach

## School Improvement Plan

Cesar Chavez High School

Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$3000	All General Education Teachers, Special Education Teachers, all Support Staff, Instructional Coach, School Leader
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learners (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of high-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/30/2020	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader, District EL Coordinator

## School Improvement Plan

Cesar Chavez High School

Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning		Monitor	08/24/2015	06/30/2020	\$3000	All English Language Arts Instructors, Reading Specialist, Instructional Coach
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scientific Inquiry	Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$0	All Science Teachers, Instructional Coach, Assistant Principal
Trade School Activities	Mr. Samano brings students to different trade schools through monthly field trips.	Career Preparation /Orientation, Professional Learning	Tier 1		09/06/2016	06/30/2020	\$0	Mr. Samano, additional staff volunteers
Content Reading Assessments	Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program		Getting Ready	08/24/2015	06/30/2020	\$0	All Social Studies Instructors

## School Improvement Plan

Cesar Chavez High School

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.	Getting Ready, Implementation, Career Preparation /Orientation, Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2020	\$0	Brian Goodwin (Instructional Coach) and AP Teachers.
Word Walls	All classrooms will utilize a Word Wall.	Monitor	Tier 1	Monitor	01/04/2016	06/30/2020	\$0	all instructional staff, principal, instructional coach
AP Practice Tests	All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Getting Ready, Implementation, Supplemental Materials, Monitor, Materials	Tier 1	Monitor	09/06/2016	06/30/2020	\$0	AP Teachers, Instructional Coach, Assistant Principal

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration Time	General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader



## School Improvement Plan

Cesar Chavez High School

Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Focal Point K-12	Focal Point K-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.	Curriculum Development, Technology, Materials	Tier 1	Implement	07/04/2017	06/30/2020	\$15000	principal, instructional coach
Graphic Organizers	Teachers will use graphic organizers to illustrate vocabulary	Curriculum Development, Direct Instruction, Materials	Tier 1	Monitor	09/07/2015	06/30/2020	\$500	principal, instructional coach
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.

# School Improvement Plan

Cesar Chavez High School

Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Field Trips	English Learners will have opportunities for extension activities outside of the school. The Language Learners will attend field trips.	Community Engagement, Implementation, Field Trip, Career Preparation /Orientation, Extra Curricular	Tier 1	Implement	07/03/2017	06/30/2020	\$2000	ESL Teachers, Support Staff, Administration
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers

## School Improvement Plan

Cesar Chavez High School

Sports	Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.	Community Engagement, Field Trip, Extra Curricular, Recruitment and Retention	Tier 1		09/06/2016	06/30/2020	\$15000	Jerrold Jackson (Athletic Director) and Coaches.
EDGE curriculum	Identify a new curriculum to be used with English Language Learners in ESL class.	Curriculum Development, Implementation, Direct Instruction, Materials	Tier 2	Monitor	07/01/2016	06/30/2020	\$20000	principal, ESL Lead, 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 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/30/2020	\$5000	AP Teachers, Instructional Coach, Assistant Principal
Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
Integration of Technology	To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1		07/01/2016	06/30/2020	\$0	principal, instructional coach

## School Improvement Plan

Cesar Chavez High School

Portfolio Creation	The teacher will provide examples, edit student work, conduct student interviews, and connect real world applications to the classroom. This will prepare students for professionalism and matriculation process.	Evaluation, Academic Support Program, Getting Ready, Community Engagement, Implementation, Technology, Career Preparation /Orientation, Extra Curricular, Teacher Collaboration, Materials, Communication	Tier 1	Monitor	09/08/2015	06/30/2020	\$1000	ELA Teachers and support staff
Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Field Trips/Experiential Learning	Staff will provide field trip and experiential learning experiences for students that connect to and enhance what is being taught in the curriculum.	Field Trip	Tier 1	Getting Ready	06/30/2017	06/30/2020	\$2000	Social Studies 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.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1		07/04/2016	06/30/2020	\$10000	Management Company, Principal

# School Improvement Plan

Cesar Chavez High School

Differentiated Instruction	Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students to be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Academic Support Program, Monitor	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Teachers, Support Staff, Instructional Coach, and School Leader.
Purchase materials to help implement an increase in visual data instruction	Teachers will increase time directly teaching visual data skills	Curriculum Development, Implementation, Supplemental Materials, Direct Instruction, Materials, Professional Learning	Tier 1	Implement	08/01/2019	08/01/2020	\$5000	Social studies department, Curriculum coach
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons,	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.
Claims, Evidence, Reasoning	Increased emphasis on Claim, Evidence, Reasoning by the science department to help students with this scientific skill.	Curriculum Development, Getting Ready	Tier 1	Getting Ready	06/11/2019	06/30/2020	\$0	Science department
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Academic Support Program, Curriculum Development, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers

## School Improvement Plan

Cesar Chavez High School

College Visits	The Career and College Advisor will provide opportunities for students to visit college campuses, as well provide opportunities for college representatives to visit our high school.	Career Preparation /Orientation	Tier 1	Monitor	06/28/2018	06/30/2020	\$10000	College and Career Advisor, Administration
Notice and Note	The Notice and Note strategy includes posters, bookmarks, and professional learning around how to have students achieve proficiency in these English skills.	Curriculum Development, Implementation, Supplemental Materials	Tier 1		06/11/2019	06/30/2020	\$1000	English department and curriculum coach
Extended Learning	All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Academic Support Program, Curriculum Development, Implementation, Direct Instruction	Tier 1		08/24/2015	06/30/2020	\$50000	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader
ESL Through Literacy Class	Students scoring 1-4 on WIDA assessment will be enrolled in ESL classes and instructed in reading, writing, speaking, and listening	Direct Instruction	Tier 2	Monitor	09/07/2015	06/30/2020	\$75000	principal, ESL coach/lead, instructional coach
Collaboration Time	General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
Club Cultural Learning Upon Experience (CLUE)	Students will engage multiple cultures through field trips.	Community Engagement, Field Trip, Extra Curricular	Tier 1	Implement	09/13/2016	06/30/2020	\$500	Mrs. Sanchez

## School Improvement Plan

Cesar Chavez High School

Collaboration Time	General Education Teachers, Special Education Teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Academic Support Program, Teacher Collaboration	Tier 3	Implement	08/24/2015	06/30/2020	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Providing more educational material to parents	CCAHS will send frequent written materials home (in a language parents understand) involving strategies for supporting, encouraging, and assisting their learners at home in academics	Parent Involvement, Academic Support Program, Community Engagement	Tier 1	Monitor	07/01/2016	06/30/2020	\$1000	principal, instructional staff, office staff
Community Awareness/Outreach Programs	Various programs and activities will be implemented based on the need of the parents and community.	Parent Involvement, Community Engagement	Tier 1	Implement	08/28/2017	06/30/2020	\$7500	Instructional Staff, Support Staff, Administration

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will receive various professional learning opportunities in ELA.	Professional Learning	Tier 1	Implement	08/17/2015	06/30/2020	\$20000	general education staff, support staff, Title and 31 staff, school leader, instructional coach

## School Improvement Plan

Cesar Chavez High School

Professional Development	Teachers will receive various professional learning opportunities in Social Studies.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue to instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$40000	Instructional Coach and School Leader
Professional Development	Teachers will receive various professional learning opportunities in Science.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach
Professional Development	All General Education Teachers, Special Education Teachers, and Support Staff will receive various professional learning opportunities in core subjects.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	All General Education Teachers, Special Education Teachers, all Support Staff, Title and 31 support staff, Instructional Coach, School Leader



## School Improvement Plan

Cesar Chavez High School

Professional Development	Teachers will receive various professional learning opportunities in Math.	Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach
School Leader and Instructional Coach Professional Learning	The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/05/2016	06/30/2020	\$8000	principal, instructional coach
School Improvement Coach	The school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Professional Learning	Tier 1	Implement	07/04/2016	06/30/2020	\$10000	principal

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Cesar Chavez High School

Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff
Data Coach	The Data Coach, Reading Specialist, and Instructional 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	Implement	08/24/2015	06/30/2020	\$20000	School Leader, Data Coach, Reading Specialist, Instructional Coach
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	Implement	08/24/2015	06/30/2020	\$20000	School Leader and Data Coach
Bilingual paraprofessional support	Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.	Academic Support Program	Tier 1	Monitor	09/07/2015	06/30/2020	\$100000	principal
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	07/01/2015	06/30/2020	\$40000	Instructional Coach and School Leader
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers.

## School Improvement Plan

Cesar Chavez High School

At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2020	\$75000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Reading Specialist	The Reading Specialist will collect various forms of student achievement data, as it pertains to reading instruction, and discuss data with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	07/02/2015	06/30/2020	\$20000	School Leader, Assistant Principal, Instructional Coach, Reading Specialists
Data Coach	The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	School Leader, Data Coach
At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$75000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education.
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$40000	Instructional Coach and School Leader

## School Improvement Plan

Cesar Chavez High School

Reading Interventions	The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/30/2020	\$40000	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff
At-Risk Support Staff	Department specific support staff member that addresses out at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$75000	School Leader, Instructional Staff, Support Staff, Support Staff, Instructional Coach, and Special Education Teachers
Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff.
At-Risk Support Staff	Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$40000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education

## School Improvement Plan

Cesar Chavez High School

Parent Meetings	The school will hold monthly parent meetings to inform and educate the parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	School, Leader, Home-Community Liaison, General Education Staff, and Support Staff
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$40000	Instructional Coach and School Leader
Writing Interventions	Support staff will provide intensive writing interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$40000	School Leader, Title 1 Math Teacher, Instructional Coach, and Math Support Staff
Math Interventions	The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$40000	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff
Data Coach	The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/24/2015	06/30/2020	\$20000	School Leader, Data Coach

## School Improvement Plan

Cesar Chavez High School

Reading Specialist	The Reading Specialist will analyze data in regards to speciality an provide feedback for staff and students that will further student achievement.	Academic Support Program, Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$40000	Instructional Coach, Assistant Principal, School Leader
Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/30/2020	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff
Writing Interventions	Teachers will monitor students writing and identify at-risk students so that writing interventions may be provided.	Academic Support Program	Tier 3	Implement	08/24/2015	06/30/2020	\$40000	The School Leader, Title 1 Teacher, Instructional Coach, Instructional Staff, and Support Staff
Parent Meetings	The school will hold monthly parent meetings to inform and education parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	09/01/2015	06/30/2020	\$2000	School Leader, Parent Liaison, general education staff, and support staff
supplemental science materials	Purchase science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.	Materials	Tier 1	Implement	07/01/2016	06/30/2020	\$5000	principal
Expansion of Academic Vocabulary	All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary and utilize Language and Literacy strategies and activities to implement.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/30/2020	\$0	All Social Studies Instructors, Instructional Coach

# School Improvement Plan

Cesar Chavez High School

## Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Materials	Materials will be provided to support and enhance language acquisition, as well as acquisition of necessary mathematical skills.	Academic Support Program, Materials	Tier 2	Monitor	08/24/2015	06/30/2020	\$1000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
Summer School and After School Tutoring	After-School tutoring and Summer School language acquisition tutoring opportunities	Direct Instruction	Tier 2	Monitor	04/22/2016	06/30/2020	\$10000	principal
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide language interventions within the mathematics classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
Tuition Reimbursement for ESL endorsement	Provide tuition reimbursement to teachers pursuing an ESL endorsement	Implementation, Recruitment and Retention, Professional Learning	Tier 1	Implement	09/07/2015	06/30/2020	\$8000	principal
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the Social Studies classroom as well as in small group setting and/or one-to-one.	Academic Support Program, Monitor	Tier 2	Monitor	08/24/2015	06/30/2020	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

## School Improvement Plan

Cesar Chavez High School

Materials	Materials will be provided to support and enhance language acquisition.	Academic Support Program, Materials	Tier 2	Monitor	08/24/2015	06/30/2020	\$1000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
ESL Coach/ESL Lead	ESL Coach or ESL department chair will monitor implementation of SIOP Model and corresponding strategies within the classroom. This ESL Coach or lead will collaborate with the instructional coach and instructional staff to ensure that the SIOP model is implemented.	Curriculum Development, Walkthrough, Implementation, Monitor, Teacher Collaboration, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2020	\$10000	Principal, instructional coach, ESL coach/ESL Lead
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	07/01/2016	06/30/2020	\$10000	principal, technology coordinator, ESL teacher, ESL lead
Materials	Materials will be provided to support and enhance language acquisition.	Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$3000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
Training for ESL team	The ESL team will seek out other language and literacy professional development trainings to attend offered by MDE, RESA, BEHR, or similar provider. These trainings may include the MABE conference, Special Populations conference, or other similar events.	Professional Learning	Tier 1		06/17/2016	06/30/2020	\$10000	ESL Lead, ESL Coach, principal, instructional coach



## School Improvement Plan

Cesar Chavez High School

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, Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education 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.	Implementation	Tier 2	Implement	08/24/2015	06/30/2020	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
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	03/25/2016	06/30/2020	\$5000	ESL lead, principal, Instructional Coach, all instructional staff
ESL Focus Meetings	At monthly parent meetings, focus on strategies for parents of English Language Learners	Parent Involvement	Tier 1	Implement	08/22/2016	06/30/2020	\$1000	principal, ESL Lead, Parent Liaison

### Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Career and Technical Institute Field Trip	Special Education students will be offered occupational and vocational training for specific disabilities.	Field Trip, Career Preparation /Orientation	Tier 2	Implement	07/01/2017	06/30/2020	\$1000	Special Education Teachers and Directors, Administrators

### Other

## School Improvement Plan

Cesar Chavez High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Marketing	Students will work together with the help of Teacher coaches and GM Engineer Mentors to create the marketing profile of the school's team (4680). The plans will be implemented by the students with mentor direction which will include website design, t-shirt design, social media presence, documentation of process, and actual scouting of other robotics teams during district, state, and world championships.	Getting Ready, Community Engagement, Technology, Field Trip, Career Preparation /Orientation, Extra Curricular, Policy and Process, Communication	Tier 1	Implement	01/02/2017	06/30/2020	\$5000	Robotics Team Coaches, Teachers (differs each year), paraprofessionals (differs each year)
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.	Other - Engineering, Evaluation, Getting Ready, Implementation, Technology, Field Trip, Supplemental Materials, Career Preparation /Orientation, Monitor, Extra Curricular, Materials, Communication	Tier 1	Implement	01/02/2017	06/30/2020	\$5000	Robotics Team Coaches, Teachers (differs each year), Paraprofessionals (differs each year)

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

## School Improvement Plan

Cesar Chavez High School

Differentiated Instruction	Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$2928	All Science Staff, including Teachers, Support Staff and Instructional Coach.
Training staff in use of online programs and applications.	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Implement	08/24/2015	06/30/2020	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Training staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Training Staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Instructional Coach, General Staff, and Paraprofessionals
i Lit Computer Based program	The ESL classroom will utilize the i Lit computer based program at a minimum of one time per week to practice language acquisition skills and reading skills.	Technology, Supplemental Materials	Tier 2	Monitor	07/03/2017	06/30/2020	\$5000	ESL teacher, ESL lead, principal, Instructional Coach
Training staff in use of online programs and applications.	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Training staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology	Academic Support Program, Getting Ready	Tier 2	Getting Ready	08/24/2015	06/30/2020	\$8000	Instructional Coach, General Staff, and Paraprofessionals

### Title I Schoolwide

## School Improvement Plan

Cesar Chavez High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$3400	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
Science Interventions	Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students. This includes informational text reading interventions.	Other, Academic Support Program	Tier 3	Implement	08/24/2015	06/30/2020	\$500	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support Staff
Professional Development	Teachers will benefit from, focused training on, and how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$15000	Science Instructors, Instructional Coach, Assistant Principal, Principal, support staff
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/30/2020	\$3080	All Social Studies Instructors and support staff
Teacher Analysis of SAT practice	This strategy includes teachers analyzing data from ENACT practices tests. It also includes ENACT staff breaking down the data from practice tests and presenting it to staff members.	Implementation, Supplemental Materials, Professional Learning	Tier 1	Implement	06/11/2019	06/30/2020	\$7500	All stakeholders - Teachers, instructional coach, principal, assistant principal

## School Improvement Plan

Cesar Chavez High School

Social Studies Interventions	The Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/30/2020	\$500	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and 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	Implement	08/24/2015	06/30/2020	\$500	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education, Reading Specialist
Differentiated Instruction	Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/30/2020	\$500	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Other, Academic Support Program	Tier 2	Implement	08/24/2015	06/30/2020	\$500	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
ENACT instructor	This strategy includes an ENACT instructor coming to visit the school 2-5 times per week to instruction on test preparation to students.	Implementation, Supplemental Materials, Direct Instruction, Teacher Collaboration	Tier 1		06/11/2019	06/30/2020	\$7500	All stakeholders - teachers, principal, assistant principal, instructional coach

**School Improvement Plan**

Cesar Chavez High School

Differentiated Instruction	Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach
Differentiated Instruction	Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Other, Direct Instruction	Tier 1	Monitor	08/24/2015	06/30/2020	\$500	All Science Staff, including Teachers, Support Staff and Instructional Coach.