



School Improvement Plan

Cesar Chavez Academy Elementary

Cesar Chavez Academy

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TABLE OF CONTENTS

Introduction.....	1
Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies.....	10
Component 3: Instruction by Highly Qualified Staff.....	13
Component 4: Strategies to Attract Highly Qualified Teachers.....	14
Component 5: High Quality and Ongoing Professional Development.....	16
Component 6: Strategies to Increase Parental Involvement.....	17
Component 7: Preschool Transition Strategies.....	20
Component 8: Teacher Participation in Making Assessment Decisions.....	21
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	22
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources...	24
Evaluation:.....	26

19-20 Final Draft

Overview	28
Goals Summary	29
Goal 1: All students at Cesar Chavez Academy Lower Elementary will become proficient in reading.	30
Goal 2: All students at Cesar Chavez Academy will be proficient in math.....	43
Goal 3: All Students at Cesar Chavez Lower Elementary will become proficient in Social Studies.....	50
Goal 4: All students at Cesar Chavez Lower Elementary will become proficient in Science.....	53
Goal 5: All students at Cesar Chavez Lower Elementary School will become proficient in Writing.....	55
Goal 6: All English learners will improve their English language acquisition and improve their performance in reading and math as measured through NWEA.....	57
Activity Summary by Funding Source	60

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

Label	Assurance	Response	Comment	Attachment
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 core school improvement team met one to two times per month to review achievement, demographic, and perception data. The team also reviewed topics of concern throughout the school year. Academic data reviewed is compiled from a variety of summative and formative assessments such as: NWEA, DRA, WIDA, and post math assessments as well as data obtained from the MI School Data website. Stakeholder perception data is obtained through a variety of surveys. Surveys are analyzed by staff to determine areas of strengths and areas of improvement, as well as developing strategies for areas of improvement. Process data received from self-assessments is reviewed regularly.

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

The results of the comprehensive needs assessment supported us in forming goals for our school improvement plan.

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

Student Achievement

What data was reviewed: NWEA Reading and Math

What was concluded:

Spring 2019 NWEA assessments show that an average of 79% of kinder students met their RIT growth target in math in comparison to 67% meeting their growth target in 2018. In reading 56% of kinder students met their RIT growth goal in comparison to 55% in 2018. In first grade math, an average of 53% of students met their RIT growth goal in comparison to 40% in 2018. In reading, 48% of first grade students met their RIT growth goal in comparison to 47% in 2018. In second grade, an average of 61% of second grade students met their RIT growth goal in math in comparison to 38% in 2018. In reading, 71% of second grade students met their RIT growth goal in comparison to 56% in 2018.

Program/Process

What data was reviewed: Self-Assessment

What was concluded:

The highest level of satisfaction among teachers/staff is: using results for continuous improvement. The areas of lowest level of satisfaction among teachers/staff are: our school has a formal process for new teachers and our school provides high quality support services. New teachers are provided with new teacher orientation and mentoring programs. Student needs are reviewed through an RtI process to monitor goals and growth. We also have our Special Education program in place; however, based on the survey it is unclear which type of support is being referenced. Further study on this issue will help clarify the specific support services and how to resolve which services are needed. We are going to conduct another survey to narrow down our target areas, and then proceed to find solutions from there.

Perceptions

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

School Improvement Plan

Cesar Chavez Academy Elementary

What was concluded:

~Parents highest level of satisfaction was their child feels good about coming to school and this academy is a good school. Of the parents who returned the survey, the lowest levels of satisfaction, which was 8% indicated that our lunch program does not offer healthy meals and they are not aware of our wellness policy. The quality of the lunch program is reviewed annually and follows federal guidelines. We also have weekly parent meetings where parents are educated about healthy eating and our wellness policy. Actions that will be taken to improve parent/guardian satisfaction in this low area will be publishing federal healthy eating guidelines on our website to inform parents of the lunch program and wellness policy. We will invite our vendors to our Parent Leadership meetings with information and offer samplings of student lunch. Our lunch coordinator chooses items that our food provider offers on their menu that meet the needs and preferences of our students.

~Students highest level of was my school has books for me to read. Student surveys indicate that students do not like the school lunch. Actions that will be taken to improve student satisfaction in this low area will be conducting a student survey to determine likes/and dislikes, but Federal guidelines need to be followed, as well.

Demographic

What data was reviewed: Attendance rate and discipline

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

Students that are chronically absent has continued to be on the rise, so we are working on creative strategies to get these students to school. Most of the issues with attendance have been due to transportation, illness (self and/or family member), and extended vacations. We will continue to implement with fidelity a system of personal contact to families of absentees through calls home and the possibility of using text messages. Additionally, we will develop a tiered system of support to assist students and families with attendance concerns and provide early intervention with the expectation to reduce chronic absences.

In looking at the three year trend in student behavior data, office discipline referrals and suspension remain low. The challenges include repeat offenders with reoccurring incidences and time of day in which referrals are happening. In the past three years we have hired bilingual support staff, two teachers with TESOL endorsements, and one teacher has completed their ESL endorsement through Wayne State (per our Title 3 Bilingual Endorsement Program). We incorporated professional development on researched based strategies and evaluated and extended our Response to Invention program. We have also added an ELL after school program for all students performing at a basic or low intermediate level on the WIDA. In 2013, we started to provide breakfast in the classroom to all students. We have fully implemented PBIS with Check In/Check out, social groups, and have included PBIS into our RtI process. Throughout the year we provide families health resources such as; mobile dentist, vision and hearing screening. We offer after school tutoring and other community resources. All staff members have received SIOP training (full training/refreshers). We have 3 highly qualified aides in our kinder program to support with reading and math. One is designated to work with our ELL population. Second Step (character building program) is required to be taught at all grade levels.

CONCLUSIONS-What are the CAUSES for the GAPS?

What are your areas of priority?

1. Content Areas- Our content areas of priority are ELA and Math
2. Subgroup Concerns- Our content areas of priority for our subgroups is ELA and Math
3. Perception Issues- Issues with perception with students are partially due to the lack of understanding of what the questions is asking and that many students are unaware of communication efforts between staff and parents.

Parent perceptions were very positive due to the extensive work our school does to keep parents informed and having an open door policy for addressing student needs and concerns. Teacher perceptions are adequate and we have found a need for increased professional

School Improvement Plan

Cesar Chavez Academy Elementary

development and consistency with expectations.

4. Demographic trends- demographic trends have remained consistent for the past three

5. Professional Development Needs- our school has found the need for additional professional development in the following areas; differentiated instruction, engagement strategies, professional development on the writing process, working with bilingual/multi-cultural students, formative/summative assessments and how to use the data to drive instruction.

6. Program Changes-

7. Changes in Services Provided- we will be continue looking at our MTSS program and adding targeted interventions for students who are at risk in math. We are also looking to hire another LRE aide to support our students with special needs and students at-risk.

8. Other

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

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

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

Programs and processes that address academic achievement: Cesar Chavez Academy is in its 13th year of implementing Response to Intervention (RtI); now MTSS. Through the MTSS process, teachers, support staff, and administration review assessment data weekly to strengthen Tier 1 school wide instruction, as well as to identify students for Tier 2 and Tier 3 for skill specific targeted interventions. We also have a comprehensive assessment schedule in which a variety of assessments are utilized to gather the data needed to drive instruction. Students identified in Tier 2 and 3 are also progress monitored on reading skills to monitor progress and to confirm that they are receiving the appropriate interventions. Positive Behavior Intervention Support (PBIS) has also been implemented at Cesar Chavez Academy for the past 15 years. Through PBIS, we have been able to put processes, procedures, and high expectations in place that have supported in achievement data. Both programs have supported our school in meeting the needs of our diverse learners and disadvantaged population. In addition, due to the high numbers of English Learners we have adopted SIOP as our EL program. All staff is trained in SIOP processes and strategies and are implemented in the classroom.

Component 2: Schoolwide Reform Strategies

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

Cesar Chavez Academy is in its 13th year of implementing MTSS. Through the MTSS process, teachers, support staff, and administration (MTSS team) review assessment data weekly to strengthen Tier 1 school wide instruction as well as to identify students for Tier 2 and Tier 3 for skill specific targeted interventions. We also have a comprehensive assessment schedule in which a variety of assessments are utilized to gather the data needed to drive instruction. Students identified in Tier 2 and 3 are also progress monitored on reading skills to confirm that they are receiving the appropriate interventions. Positive Behavior Intervention Support (PBIS) has also been implemented at Cesar Chavez Academy for the past 15 years. Through PBIS we have been able to put processes, procedures, and high expectations in place that have helped maintain a positive school climate conducive to higher student achievement. Teachers are provided with common planning time. It is during this time that grade level MTSS meetings occur. During these meetings the team discusses student gains and struggles based on assessment data, as well as observational data. After reviewing data, team members brainstorm research based strategies and students are placed in interventions that address targeted skill deficits. Students in Tier 2 receive 20-40 minutes of small group explicit instruction five times a week. Small group instruction is conducted by either a certified teacher/interventionist or highly qualified aides. Tier 3 interventions are conducted by certified teachers/interventionist. Tier 3 interventions target the five essential components in reading through research based programs and activities such as Phonics 1st, Read Naturally, and Phonemic Awareness skills. Students who fall under Tier 1 also receive enrichment and focus on reading comprehension and writing; this tier is supported by a certified teacher. For math a variety of hands on manipulatives are utilized along with research based strategies and programs such MobyMax to practice skills students are deficient in. Students are also pulled into small groups to address areas of deficit and receive interventions for 30 minutes 2-3 times per week. Progress monitoring is an important component of our MTSS model. Students identified at-risk or at some risk are progress monitored on a weekly basis for 8 week cycles. During this time we review the data and are looking for an upward trend. Students who do not show adequate progress are discussed during our MTSS meetings and changes are made according to the needs of the students and reflect data trends. Changes may be made to Tier 1 classroom instruction and/or to Tier 2 or 3.

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

trips, community service opportunities and a curriculum that will include hands on activities and projects. In addition, we have adopted SIOp as our sheltered instruction program to address the needs of our English Learners. Through SIOp PD, staff are able to put into place strategies that will support in making content comprehensible and reach state standards.

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

Programs and Processes that address academic achievement:

We use a variety of best practices such as Marzano strategies per our Marzano teacher observation tool and SIOp to increase the quality of instruction. Teachers receive intensive training on SIOp process and strategies that support high quality instruction. Students identified as Tier 2 or 3 receive 20-40 minutes of reading interventions daily and are progressed monitored on a regular basis to ensure that interventions are working. In addition, students at the Tier 3 level receive an additional 30 minutes 2-4 times per week of small group instruction in reading to further close the reading gaps. Using comprehensive assessments, interventions are designed to assist students with deficit skills. In addition, after school tutoring is offered in reading and math for struggling students identified through assessment data. There are 3 8-week rounds offered throughout the year. Each tutoring session lasts one hour and are offered 1-3 times per week. Another enrichment program offered at Cesar Chavez Academy is summer school. This program is offered to at-risk students in grades k-2. We offer a pre-kinder program to all incoming kindergartners. This program focuses on introducing routines and procedures, as well as an introduction to foundational skills.

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

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

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

MTSS is our main strategy. Through MTSS, we have established procedures that allow us the time and resources to review data to drive our instruction. The understanding of our data allows us to make educated decisions on all tiers of instruction. In tier 2, students are provided with small group targeted instruction. Groups are composed of 3-5 students who are paired with a highly-qualified aide or certified teacher. Interventions run for 8-12 week cycles 5 times per week for 20-40 minutes. After the cycle is complete, students continue with intervention if progress has not been made or are moved out, if goals have been consistently met. Students who make minimal progress are regrouped into other groups that are focusing on the same skills and at the learning rate of the student. These students meet 5 times per week for 30 minutes. Students are progress monitored semi-monthly and their intervention cycle runs for 8-12 weeks. Interventions have been established for ELA and math. Interventions that are offered to Tier 2 and Tier 3 students in ELA include: phonics, phonemic awareness, Dolch sight words, comprehension/vocabulary, fluency and writing. Some resources that are used to conduct these interventions include SIOp strategies, Phonics First Program, Michael Haggerty Phonemic Awareness program, Read

Naturally, Reading A-Z, non-fiction leveled readers, Moby Max, and a variety of hands-on materials provided by Lakeshore Learning. Interventions that are offered to Tier 2 and Tier 3 students in math include: number recognition, number sense, numbers and operations, geometry, measurement, word problems, and place value. Some resources to support these interventions may include My Math reteach and enrichment activities, Moby Max, and hands-on manipulatives.

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

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

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals meet the NCLB requirements for 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 29 teachers we currently have on staff meet the NCLB requirements. We are currently short 3 teachers and continue to recruit and are in search of certified teachers to fill these positions.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We were able to retain 97% of our certified staff returning for 2018-2019 school year.

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

0-4 years of experience- 11 teachers

5-10 years of experience- 12 teachers

10-15 years of experience- 7 teachers

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

In order to retain staff members within the school long-term, CCA administration has discussed a number of strategies. Some of these strategies have already been implemented, while others are still in their developmental phases. The strategies are as follows: through a partnership with Saginaw Valley State University (the authorizer of Cesar Chavez Academies), Cesar Chavez Academy is able to offer a 50% tuition reimbursement program to all teachers of the district who wish to continue their education through a SVSU graduate program. This program provides financial assistance to staff members who have ambitions of pursuing a graduate level degree in school administration, or teaching in either special education or a content area. In order to improve the climate and culture throughout the building, we have instituted a number of staff recognition programs and activities that include kudos to staff on newsletters, positive notes from administration to staff throughout the year, monthly treats for staff in the teachers' lounge, staff appreciation week, staff appreciation breakfast, and starting staff meetings with positive affirmations about other staff members. Other incentives or resources CCA has to retain teachers is the amount of technology resources our teachers have to use to support instruction. All teachers are assigned with a laptop, and an iPad to use for planning purposes and to support with instruction. Each classroom is equipped with a Promethean Board, four desktop computers or Chromebooks, wireless listening center, and amplification system. Our building has two laptop carts with 25 laptops on each cart. One cart of chrome books. Teachers can check out the cart to use with their class. Each classroom has a minimum of 5 Tag Reader pens and there is a cabinet for teachers to check out Tag Reader books to use with the Tag Pens to support students in reading. Second grade classrooms have a class set of iPads. We have a cabinet full of audio books for teachers to check out to use during listening center time, and an abundance of resource cabinets dedicated to support ELA, Math, and ELL's during small group or independent practice. Teachers have access to a laminator machine, poster maker, and Dye Cut machine. Other incentives to retain teachers include Lead Teacher opportunities for each grade level and School Improvement Leads with a compensation of \$2000 for the school year. We offer \$250 stipends for staff of the month and recognition of teachers at board meetings for academic achievement and going above and beyond their job expectations. We also provide opportunities for teachers to choose professional development that will support them in improving their craft of teaching as well as pay for them to attend the professional development.

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

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

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

Surveys are conducted to analyze teacher perception on how things are going and resolve any concerns that may come up. With the additional high demands there is a need for teacher boosters to happen more often. We have established a year long "Boosting Teacher Morale" calendar that will help us ensure that teachers are given positive boosters and fun team building activities throughout the school year.

Component 5: High Quality and Ongoing Professional Development

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

Cesar Chavez Academy Lower Elementary provides staff with ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive needs assessment and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement. The professional development will include training in our high quality programs that have been adopted in our building such as Phonics First and SIOP, as well as training in math, reading, and writing instructional strategies, differentiated instruction strategies, engagement strategies, curriculum alignment, MTSS, Marzano and the high yielding strategies. Other additional topics will include classroom management and how to utilize data.

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

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

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

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Improvement Plan

Cesar Chavez Academy Elementary

English and Spanish to serve as a reminder to all of their commitment to our students.

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

Not Applicable

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

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

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

Component 7: Preschool Transition Strategies

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

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

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

In the spring, Cesar Chavez Academy offers an orientation to incoming kinder parents and students. We also assess all incoming kindergarten students prior to the start of the new school year and offer a summer Kinder Academy to acclimate and prepare the preschool students for the transition into kindergarten. The summer program runs for four weeks Monday through Thursday for three and a half hours. All incoming kinder students are invited to participate. The program focuses on social and academic foundational skills that are essential for success in kindergarten.

Teachers are provided with professional development on school wide initiatives and have opportunities to attend conferences geared toward preschool and kindergarten. Our school also tries to make all attempts at hiring teaching staff that have an early childhood endorsement. During orientation, parents are provided with a number of strategies and activities they can implement at home to support their children in being ready for kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

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

Data drives our instruction and is regularly analyzed and discussed. Assessment data is analyzed weekly with staff during co-plans, grade level meetings, and RtI meetings. Data from grade books, DRA, DIBELS progress monitoring, NWEA, Phonics Screener, Phonemic Awareness Screener, Focal Point and post math assessments are consistently monitored and examined by various stakeholders to understand and improve our school effectiveness. For the 2019-20 school year, we will continue streamlining our assessments so that they are being used effectively and efficiently throughout the school year. Through our school improvement process and through our needs assessment, each year, our staff reviews all assessments used to decide whether the assessments are effective for the purpose they are intended and modified accordingly. In addition, all summative assessments used in classrooms are decided by grade level teams.

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

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

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

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

To meet the needs of our students, we have a variety of strategies to determine the best academic structure for their individual success. The district has adopted an assessment timeline. Various assessments are administered throughout the year to help identify students "at risk", such as DIBELS progress monitoring, phonics screener, Math post assessments, NWEA, DRA, writing rubrics, and sight words. Additional assessment data from WIDA are included in the data analysis once it is available. In addition, formative assessments are being built into the curriculum to ensure that instruction is modified in a timely manner. Assessments are logged, monitored and discussed at weekly RtI meetings with staff. Students who are not meeting 85% proficiency on targeted skills are identified for Tier 2 interventions and receive targeted explicit instruction in deficit areas. Students will receive Tier 2 interventions for 30-40 minutes 5 times a week. Students who continue to show little progress after 6 weeks of intervention or are performing below 65% will receive an additional Tier 3 intervention 30 minutes 4 times a week. Students struggling with reading and math are also recommended for after school tutoring and summer school. Students receiving tier 3 support do so from highly qualified teachers along with research based programs such as Read Naturally and Phonics 1st.

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

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

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

Through MTSS, students are identified and specific goals are created. The teacher must accommodate the student's needs through small group, individualized instruction, modified tasks/assignments, and other differentiated instruction strategies. Classroom teachers utilize

School Improvement Plan

Cesar Chavez Academy Elementary

scaffolding to increase the student's abilities and use a variety of student engagement strategies to ensure that all students are actively engaged in learning, such as Whole Brain Teaching strategies, using white boards during whole group carpet instruction, using movement, and a variety of multiple intelligence strategies to meet the needs of all our diverse learners. Teachers also do frequent informal assessments throughout their lessons to gauge student 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.

We coordinate our funds from general funds, Title I, IIA, Title III, Section 41, Title 4, Section 35 and 31a to implement a school wide program:

Title 1 funds: reading and math interventionists, Instructional Coach, Response to intervention/Data Coach, site licenses and other online software, supplemental non-fiction texts, extended day tutoring, parent involvement activities and resources and chronic truancy initiatives

Title IIA funds: Professional Staff development in the areas of effective leadership practices, differentiated instruction, best practices, teaching and learning, working with at-risk students.

Title III funds: ESL paraprofessional, ESL Certification Tuition reimbursement, training in Language and Literacy Strategies, summer school, Parent workshops and workshop materials, parent support classes with childcare.

Title 4- STEM activities and highly qualified support staff

Section 41- ESL paraprofessional

Section 35a- Reading Paraprofessional and after school tutoring

31a funds: Instructional Aides and teachers, ESL Teacher, Focal Pointe assessment platform, PBIS incentives, ELA and Math coaches, security cameras, security guards, Intervention materials, Reading Materials

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

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

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

Component 3: Instruction By Highly Qualified Staff: general budget, Title I, Title III, 31a, Section 35a, Section 4, IDEA

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

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

Assessment, 31A

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

Component 7: Preschool Transition Strategies: General Budget, 31A

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

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

Component 10: Coordination and Integration of

Federal, State, and Local Resources: General Budget, Title I, Title IIA, Title III, 31a, IDEA

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

We have a character development program called Second Step that is implemented to allow the students an opportunity to learn about
SY 2019-2020

School Improvement Plan

Cesar Chavez Academy Elementary

exercising good judgement. Also, we have implemented Positive Behavior Intervention Support on a school wide level. Parents receive leadership training to assist in academic and behavior growth of their students.

Evaluation:

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

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

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

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

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

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

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

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

19-20 Final Draft

Overview

Plan Name

19-20 Final Draft

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cesar Chavez Academy Lower Elementary will become proficient in reading.	Objectives: 2 Strategies: 9 Activities: 50	Academic	\$1079200
2	All students at Cesar Chavez Academy will be proficient in math.	Objectives: 2 Strategies: 7 Activities: 18	Academic	\$539200
3	All Students at Cesar Chavez Lower Elementary will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$91000
4	All students at Cesar Chavez Lower Elementary will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$22400
5	All students at Cesar Chavez Lower Elementary School will become proficient in Writing.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$306000
6	All English learners will improve their English language acquisition and improve their performance in reading and math as measured through NWEA	Objectives: 2 Strategies: 1 Activities: 4	Academic	\$9900

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

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in fluency, comprehension, phonics, phonemic awareness, blending, word recognition in English Language Arts by 06/19/2020 as measured by NWEA, focal pointe quarterly assessments, state mandated assessments, WIDA, classroom formative and summative assessments and DRA reading diagnostic.

Strategy 1:

MTSS/Response to Intervention - Students will receive target research based instruction on individual academic need. Tiered instruction will be scheduled daily to meet the needs of tier 2 and 3 students. Teachers will strengthen tier 1 instruction to ensure the number of tier 2 and 3 student decreases. Data/RTI teams will meet every 6 weeks to discuss progress of individual students based on multiple data assessments and progress monitoring tools. Continue school wide screener of NWEA 3x a year and progress monitoring. Continue reading intervention programs: Phonics 1st, Read Naturally, Phonemic awareness, sight word interventions, comprehension, 10 Reading Interventionist for grade K-2, On-going training to sustain intervention programs, ata reviewed and monitored at weekly co-plan meetings with staff, Interventions aligned with school wide assessment data and student needs, Interventions aligned with Houghton Mifflin Program and Phonics 1st and the inclusion of informational leveled readers

Category: Learning Support Systems

Research Cited: RTI: The Forgotten Tier by Joanne Allain

Rtl Action Network

What Really Matters in Response to Intervention by Richard Allington

Annual Growth, Catch Up Growth by Lynn Fielding

Tier: Tier 2

Activity - 31A Highly Qualified Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$287000	Section 31a	School leader, instructional coach, instructional support staff and 31a Highly Qualified Aides

School Improvement Plan

Cesar Chavez Academy Elementary

Activity - After School Study Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students that are at risk in language arts for after school support on targeted skills.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$11000	Title I Part A, Section 31a	School leader, coach, teachers and highly qualified aides
Activity - Title I Teachers-Data Driven Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans ,Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials to support small group instruction, Computer-based Reading programs	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$175000	Title I Part A	Administrati on, Instructional Coach, Teachers, Title I teachers
Activity - EL After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL After School Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$8000	Title III	School leader, coach, ELL teacher and paraprofessionals
Activity - EL Teacher/Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL certified teacher will be responsible for providing academic support for teachers and support staff with guidance on SIOP strategies and other ESL best practices in the classroom through coaching as well as servicing ELs based on performance on WIDA assessment	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$50000	Section 31a	School leader, coach and ELL coach
Activity - Summer School Staff and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Academy Elementary

Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies to support instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$54300	Title I Part A, Title III, Section 31a	School leader, coach, teachers and instructional support staff
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Activity - Tuition Reimbursement for ELL Endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.	Recruitment and Retention, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$9000	Title III	School leader

Activity - Professional Development on RLAC /Phonics First and phonemic awareness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive sustainable and ongoing professional development on targeted interventions.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$3500	Title II Part A	School leader, instructional coach

Activity - MTSS Coordinator/Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MTSS coordinator will oversee the RtI process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate RtI meetings, review PBIS data, oversee CICO	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$86000	Title I Part A	School Leader and Coach

Activity - Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$3000	Section 31a	administration, instructional coach, support staff

School Improvement Plan

Cesar Chavez Academy Elementary

Activity - Professional Development for supporting English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies to support English Language Learners for all instructional staff and the opportunity for 3 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5900	Title III, Title III	administration, instructional coach, instructional staff
Activity - ELs Resource Materials for supporting students in small group instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development	Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$3600	Title III	Administration, instructional coach, ELL teacher, support staff
Activity - EL iPad applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency	Technology	Tier 2	Monitor	09/01/2019	06/19/2020	\$1000	Title III	Administration, instructional coach, ELL support staff
Activity - Audio Books/Bilingual Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.	Technology	Tier 2	Monitor	09/01/2019	06/19/2020	\$3000	Title III	Administration, instructional coach, instructional staff, ELL teacher
Activity - Student take home reading bags	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Academy Elementary

Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills	Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$1500	Title III	Administrati on, instructiona l coach, ELL teacher, support staff
Activity - Summer School Program Administrator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.	Curriculum Development, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$3500	Title II Part A	administrati ve team, summer school program administrat or
Activity - Title I Highly Qualified Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I HQ Aide supports with providing additional support to students who are below grade level	Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$31000	Title I Part A	School Leader and Instructiona l coach
Activity - EL HQ Aide	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The English Language HQ aide will support students through small group instruction targeting deficit reading skills. The HQ aide will be monitored by the EL teacher and Instructional Coach to ensure fidelity of program	Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$28000	Title III	EL Teacher, Instructiona l Coach and School Leader
Activity - 31A Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A teacher will implement small group instructional support on targeted skills for Tier 2 and Tier 3 students	Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$63000	Section 31a	School Leader and Instructiona l Coach
Activity - Kinder Summer Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Academy Elementary

Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$27000	Section 31a	School Leader and Instructional Coach
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Strategy 2:

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

Category: Learning Support Systems

Research Cited: <https://edtechmagazine.com/k12/article/2016/08/6-ways-students-benefit-technology-integration-infographic>
http://www.educationworld.com/a_tech/tech/tech146.shtml

Tier: Tier 1

Activity - Utilize Technology/Hardware in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads, Chromebooks/laptops, desktops, audio players, and other technology hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$10000	Title I Part A	School leader, coach, teachers and support staff

Activity - Utilize Software Licenses to Engage Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use learning atoz.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. EL software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$11500	Title III, Title I Part A	School leader, coach, teachers, support staff

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

Cesar Chavez Academy Elementary

Instructional staff will be equipped with essential tools to incorporate technology into their instructions through iPad applications, computer applications and other instructional technology.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Title II Part A	School leader, coach and instructional staff
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Strategy 3:

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

Category: Learning Support Systems

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

Tier: Tier 1

Activity - Accelerated Reader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$3500	Title I Part A	School leader, coach, teachers and support staff

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue vertical and horizontal alignment at the Kinder through 2nd grade level along with alignment to the needs of our students	Implementation	Tier 1	Monitor	09/01/2019	06/19/2020	\$0	No Funding Required	School, coach, teachers and instructional staff

Activity - Ongoing Professional Development - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students throughout content areas	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Title II Part A	School leader, coach and instructional staff

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

School Improvement Plan

Cesar Chavez Academy Elementary

Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Title II Part A	School leader, coach, teachers and support staff
Activity - Informational Text and Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.	Implementation	Tier 1	Monitor	09/01/2019	06/19/2020	\$3500	Title I Part A	School leader, coach and instructional staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire an Instructional Coach that would provide teachers with instructional support, coaching, feedback on best practices.	Monitor	Tier 1	Monitor	09/01/2019	06/19/2020	\$91500	Title I Part A	School leader, coach and instructional staff
Activity - Shelter Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the implementation on SIOP for effective execution of SIOP strategies.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Title II Part A	School leader, coach and instructional staff
Activity - Professional Development on Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Title II Part A	administration, instructional staff, instructional coach
Activity - MABE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Academy Elementary

MABE conference registration for ELL teacher and administrator to gather and share evidence bases idea to support English Language Learners	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/01/2019	06/19/2020	\$900	Title III	Administration, instructional coach, ELL teacher
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Activity - Implementation of Focal Pointe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focal Pointe, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$3000	Section 31a	School Leader, Instructional Coach

Activity - Professional Development for Instructional Coach and Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.	Walkthrough, Direct Instruction, Behavioral Support Program, Recruitment and Retention, Communication, Professional Learning, Policy and Process, Evaluation, Curriculum Development, Parent Involvement, Academic Support Program, Career Preparation/Orientation	Tier 1	Implement	09/01/2019	06/19/2020	\$3000	Title II Part A	administration

School Improvement Plan

Cesar Chavez Academy Elementary

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Instructional Learning Cycles at the K-2 level to support with analyzing data and driving instruction.	Direct Instruction, Implementation	Tier 1	Implement	09/01/2019	06/19/2020	\$0	No Funding Required	Administration and instructional staff

Activity - Marzano 9	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional development on the Marzano 9 Instructional Strategies to ensure the implementation of best practices in the classroom	Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Title I Part A	Administration and instructional staff

Strategy 4:

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

Category: Learning Support Systems

Research Cited: MDE publications

Tier: Tier 1

Activity - Dia De La Mujer Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$500	Title I Part A	School leader

Activity - Parent Leadership Institutes and Instructional Raffle Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.	Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Title I Part A	School leader, community liaison

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

Cesar Chavez Academy Elementary

ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Direct Instruction, Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$2400	Title III, Title III	administrative team and community liaison
Activity - Home Visit	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipends for teachers who conduct home visits for students who are at-risk	Parent Involvement	Tier 2	Monitor	09/01/2019	06/19/2020	\$2000	Title I Part A	administration, community liaison, teachers, support staff, instructional support
Activity - After School Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school events such as literacy night, math night, Family night and STEAM Fair that will engage families in instructional activities and strategies that can be done at home. Students will be able to take home manipulatives, books, and learning games to bridge the home/school connection.	Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$1500	Title I Part A	administrative team, teachers, support staff
Activity - Parent Newsletter Subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscriptions to newsletters for parents to support the home/school connection and support parents with added strategies	Parent Involvement, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$600	Title I Part A	administrative team, community liaison

Strategy 5:

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

Category: English/Language Arts

Research Cited: job-embedded professional development

Tier: Tier 1

School Improvement Plan

Cesar Chavez Academy Elementary

Activity - ELA Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign an ELA coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Section 31a	Administration

Strategy 6:

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

Category: Other - School Improvement

Research Cited: Administration

Tier: Tier 1

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school Improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Behavioral Support Program, Professional Learning, Curriculum Development, Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$1000	Section 31a	administration

Strategy 7:

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

Category: Career and College Ready

Research Cited: truancy-negative impact on education

<http://www.attendanceworks.org/>

MI-School Data- 40% chronic attendance

Tier: Tier 1

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

Cesar Chavez Academy Elementary

Stipend provided to attendance coordinator for keeping track of attendance and contacting families of truant students	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$40000	Title I Part A	Administration, Community Liaison
Activity - Incentives for good attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with incentives for having good attendance such as stickers, pencils, folders, bracelets, ice cream parties, etc	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$2000	Title I Schoolwide	classroom teacher, support staff, community liaison, instructional coach, school leader
Activity - Building Attendance Coordinator- Stipend	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building attendance coordinator will assist the attendance officer with contacting families and putting together attendance related activities to support with decreasing chronic absenteeism	Policy and Process	Tier 3	Monitor	09/01/2019	06/19/2020	\$3000	Title I Part A	School Leader, attendance officer, attendance coordinator

Strategy 8:

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

Category: Learning Support Systems

Research Cited: McKinney Vento

Tier: Tier 1

Activity - Reaching all Students- Homeless Population	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The community liaison will keep records of the status of students and report to the school leader if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and provide supports students and family with clothing, furniture, appliances, bill payments, food	Parent Involvement, Community Engagement	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Section 31a	Administration and Community liaison

School Improvement Plan

Cesar Chavez Academy Elementary

Measurable Objective 2:

100% of Students with Disabilities students will increase student growth on phonics, phonemic awareness, fluency, vocabulary and comprehension in Reading by 06/19/2020 as measured by NWEA assessments, DRA, and benchmark screeners.

Strategy 1:

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

Category: English/Language Arts

Research Cited: Marzano's high yield strategies

Tier: Tier 1

Activity - Professional Development on co teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and Special Education teachers will engage in professional development on how to effectively engage in co-planning.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$3000	Title II Part A	administration, classroom teachers, Special Education teachers

Activity - Professional Development on Promoting Student Independence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic staff will receive professional development on how to promote student independence	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$3000	Title I Part A	School Leader, Special Education Coordinator, Instructional Coach

Goal 2: All students at Cesar Chavez Academy will be proficient in math.

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in number and operations, algebra, geometry, measurement, data analysis and probability in Mathematics by 06/19/2020 as measured by classroom assessments, Moby Max and NWEA.

School Improvement Plan

Cesar Chavez Academy Elementary

Strategy 1:

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

Category: Learning Support Systems

Research Cited: RTI network, articles and literature

Tier: Tier 1

Activity - Daily Research and Evidence Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted instruction for 25-30 minutes 5 days a week on deficit skills by HQ support staff	Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$422000	Title I Schoolwide, Section 31a	School leader, coach and instructional staff

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$10000	Title I Part A, Section 31a	School leader, coach, teachers and support staff

Activity - Summer School Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend summer school to receive intensive targeted interventions for 4 weeks.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$57800	Section 31a, Title II Part A, Title I Part A, Title III	School leader, coach and instructional staff

Activity - Professional Development on MTSS/RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems, procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$4500	Title II Part A	School leader and coach

School Improvement Plan

Cesar Chavez Academy Elementary

Strategy 2:

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

Category: Mathematics

Research Cited: Common Core Standards and MACUL

Tier: Tier 1

Activity - Technology Integration to Enhance Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure and effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, chromebooks, laptops, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer carts, desktops, laptops and/or electronic devices allowing them ti use this technology to do research for papers and projects, take assessments, produce reports and practice skills.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Title I Part A	School leader, coach and instructional staff
Activity - Professional Development on Utilizing Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Title II Part A	School leader, coach and instructional staff
Activity - Web based programs-NWEA and Moby Max	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA and Moby Max will be utilized to assess students' growth and mastery in math to improve and drive instruction.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$6000	Title I Part A	School leader, coach and instructional staff

Strategy 3:

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

Category: Mathematics

Research Cited: Articles, Literature, Professional Learning

Tier: Tier 1

School Improvement Plan

Cesar Chavez Academy Elementary

Activity - Math Centers and Hands on Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$2500	Section 31a	School leader, coach and instructional staff

Activity - Professional Development on D.I.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$4500	Title II Part A	School leader, coach and instructional staff

Strategy 4:

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

Category: Mathematics

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

Tier: Tier 1

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will engage in Instructional learning cycles as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Section 31a	classroom teachers, support staff

Activity - Professional Development- Rigor and Cognitive Demand	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to support rigor and cognitive demand	Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Title I Part A	administrative team

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

Cesar Chavez Academy Elementary

Teachers will continue to ensure alignment of the curriculum both vertical and horizontal. A team of teachers will continue working on gathering resources to support instruction such as; project based assignments, vocabulary, best practices, and rigorous lessons directly tied to standards	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$0	Title I Part A	administrative team and teachers
Activity - Professional Development- Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to continue enhancing their craft. Professional development will target best practices in math- such as math talk, Marzano, Guided Math,	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Title I Part A	administrative team, instructional coach
Activity - Implementation of Focal Pointe	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focal Pointe, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$4000	Section 31a	School Leader and Instructional Coach
Activity - Professional Development for Instructional Coach and Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Academy Elementary

<p>The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.</p>	<p>Walkthrough, Behavioral Support Program, Recruitment and Retention, Communication, Professional Learning, Policy and Process, Evaluation, Curriculum Development, Parent Involvement, Academic Support Program, Community Engagement, Career Preparation /Orientation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2019</p>	<p>06/19/2020</p>	<p>\$3000</p>	<p>Title II Part A</p>	<p>administration</p>
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Strategy 5:

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

Category: Mathematics

Research Cited: job- embedded professional development

Tier: Tier 1

Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign math coach	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Section 31a	Administration

Strategy 6:

Effective Coordination of School Wide School Improvement Strategy Effective Coordination of School Wide School Improvement - Assistance in the planning,

School Improvement Plan

Cesar Chavez Academy Elementary

implementing, monitoring, and evaluating of school-wide improvement strategies

Category: Other - School Improvement

Research Cited: Administration

Tier: Tier 1

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Behavioral Support Program, Professional Learning, Policy and Process, Curriculum Development, Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$900	Section 31a	Administration

Measurable Objective 2:

100% of Students with Disabilities students will increase student growth by 75% in Mathematics by 06/19/2020 as measured by NWEA assessments, MobyMax and end of the year school wide assessments .

Strategy 1:

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

Category: Mathematics

Research Cited: Marzano's high yield strategies

Tier: Tier 1

Activity - Special Education Lesson Plan Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Cesar Chavez Academy Elementary

Special Education Lesson planning aligned to classroom lesson plans	Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$0	No Funding Required	Special Education teachers, school leader and instructional coach
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Goal 3: All Students at Cesar Chavez Lower Elementary will become proficient in Social Studies.

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on content standards in Social Studies by 06/19/2020 as measured by summative assessments and end of the year grade level exit exams.

Strategy 1:

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

Category: Social Studies

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

Tier: Tier 1

Activity - Software and iPad Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Title I Part A	Administrative team, instructional coach, teachers

Activity - Field Trips to Community Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have hands on experiences and real world experiences by participating on field trips to community based organizations such as Greenfield Village	Field Trip	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Title I Part A	Administration, instructional coach, teachers

School Improvement Plan

Cesar Chavez Academy Elementary

Activity - Informational text/ literature aligned to MC3 Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Title I Part A	Administration, instructional coach, teachers
Activity - Culturally Responsive Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional learning opportunities for creating a culturally responsive classroom to support our diverse learners	Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Title II Part A	Administration and Instructional staff

Strategy 2:

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

Category: School Culture

Research Cited: Wayne RESA, PBIS.org

Tier: Tier 1

Activity - Character Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in character education program and bully prevention	Behavioral Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$1000	Section 31a	Administration, instructional coach, teachers, social worker
Activity - Security Guard	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Academy Elementary

Increase security within school grounds to support our goal of providing a safe learning environment	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$35000	Section 31a	Administration, instructional coach, social worker
Activity - Upgrade surveillance system	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upgrade school wide surveillance system which will include security cameras and monitors, magnets for doors,	Other - Security	Tier 1	Implement	09/01/2019	06/19/2020	\$8000	Section 31a	Administration
Activity - PBIS Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our PBIS program students acquire incentives such as pencils, trophies, stickers and small toys as a reward for being following school expectations, assemblies by performers such as magicians or kids song musicians	Behavioral Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Section 31a	Administration, PBIS Team, instructional coach
Activity - Professional development for PBIS to enhance program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will participate on a PBIS event that will enhance the program.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Title I Part A	Administration, instructional coach, PBIS Team, teachers, students
Activity - Professional development-team building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in team building activities to enhance collaboration and maintain a positive culture	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Title II Part A	Administration, instructional coach, teachers
Activity - Professional Development- Teaching Children in Poverty	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Academy Elementary

Teachers and support staff will engage in professional development that will provide a comprehensive view of students in poverty and their learning needs	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Title I Part A	Administration
Activity - Summer School Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Interventionist will support with ensuring students acclimating incoming kinder students to the school setting and provide students and teachers with strategies to be successful in the classroom.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$3000	Section 31a	administration
Activity - Professional Development-Crisis Prevention Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all staff with professional development on the crisis prevention intervention techniques, plus training materials	Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Title I Schoolwide	all school personnel
Activity - Leader In Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide staff the supports and resources to prepare to implement the Leader in Me philosophy to support with student behavior and engagement.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2019	06/19/2020	\$5000	Title I Part A	School Leader, Instructional Coach and PBIS coordinator

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

Measurable Objective 1:

A 5% increase of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on content standards in Science by 06/19/2020 as measured by Classroom Summative Assessments and end of the year grade level exit exams.

Strategy 1:

STEM- Hands-ON/Inquiry Based Science Instruction - Using data from benchmark assessments, the leader along with staff will select and purchase scientific related resources (Picture Perfect) to address the areas of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform

School Improvement Plan

Cesar Chavez Academy Elementary

our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.

Category: Science

Research Cited: Common Core standards and science content standards

Tier: Tier 1

Activity - Hands on Science Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a hands on experience to state standards by participating in field trips such Science Center; Detroit, Imagination Station, Sea Life Aquarium, Ann Arbor Museum, Lego Land	Field Trip	Tier 1	Monitor	09/01/2019	06/01/2020	\$4700	Title I Part A	School leader, coach and instructional staff

Activity - Mystery Science Experiments Subscription and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$6000	Title I Part A	School leader, coach and instructional staff

Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$500	General Fund	School leader, coach and instructional coach

Activity - Professional development on cross curricular instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on cross curricular instruction to support teachers in implementing high engaging lessons	Professional Learning	Tier 1	Monitor	09/01/2019	06/01/2020	\$4500	Title II Part A	Administration, instructional coach, teachers

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

Cesar Chavez Academy Elementary

Informational Text/literature that supports the integration of literacy across content areas such as non-fiction leveled books, trade books, science weekly, scholastic news	Academic Support Program	Tier 1		09/01/2019	06/19/2020	\$5000	Section 31a	Administration, Instructional Coach, classroom teachers, Science Teacher
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Activity - Science A-Z	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science A-Z web-based program to support with informational text and inquiry based science experiments.	Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$1700	Title I Part A	administration, classroom teachers, science teacher

Strategy 2:

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

Category: Science

Research Cited: To be reviewed

Tier: Tier 1

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the deficient areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/01/2019	06/19/2020	\$0	No Funding Required	School leader, coach and instructional staff

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

Measurable Objective 1:

5% of Kindergarten, First and Second grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on content standards in Writing by 06/19/2020 as measured by summative assessments and writing rubrics.

School Improvement Plan

Cesar Chavez Academy Elementary

Strategy 1:

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

Category: Career and College Ready

Research Cited: [http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf)

Tier: Tier 1

Activity - Supplemental Materials for Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their writing abilities when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Direct Instruction, Materials	Tier 1	Monitor	09/01/2019	06/19/2020	\$1000	Title I Part A	School leader, coach and instructional staff
Activity - Professional Development- writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on incorporating writing across the curriculum	Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$4500	Title I Part A	Administration, instructional coach, teachers

Strategy 2:

MTSS - Students will receive target research based instruction on individual academic need. Tiered instruction will be scheduled daily to meet the needs of tier 2 and 3 students. Teachers will strengthen tier 1 instruction to ensure the number of tier 2 and 3 student decreases. Data/MTSS teams will meet monthly to discuss progress of individual students based on multiple data assessments and progress monitoring tools. Maintain 4 Title I teachers that will support at the Tier 2 and Tier 3 level. On-going training to sustain intervention programs Data reviewed and monitored at weekly co-plan meetings with staff, Interventions aligned with school wide assessment data and student needs, Interventions aligned with write steps writing program.

Category: Learning Support Systems

Research Cited: Rtl: The forgotten Tier by Joanne Allain

Tier: Tier 2

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

Cesar Chavez Academy Elementary

After school Tutoring will be offered to students who maintain a 2 or lower on their weekly writing samples. Score will be based on writing rubrics ranging from 1-6. After school writing tutoring will be delivered by highly qualified teachers or aides.	Academic Support Program	Tier 2	Implement	09/01/2019	06/19/2020	\$6500	Section 31a	school leader, instructional coach, classroom teachers and support staff
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Activity - 31A Teacher and HQ Aides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31a teacher and HQ aides will support students through small group instruction targeting student deficits and progress monitoring to ensure instruction is differentiated and students needs are being met.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$287000	Section 31a	School Leader and Instructional Coach

Strategy 3:

Handwriting Without Tears - Handwriting without tears will enhance our writing curriculum through developmentally appropriate, multisensory approach to handwriting instruction which will build the strong foundation to becoming strong writers

Category: Early Learning

Research Cited: Effective Beginning Handwriting Instruction: Multi-modal, Consistent Format for 2 Years, and Linked to Spelling and Composing

Beverly Wolf, Robert D. Abbott,b and Virginia W. Berningerc

<https://www.teachermagazine.com.au/articles/the-importance-of-explicit-handwriting-instruction><http://www.readingrockets.org/article/importance-teaching-handwriting>

Tier: Tier 1

Activity - Handwriting Without Tears Curriculum Professional Development and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development to support teachers in instructing handwriting without tears in the classroom along with materials to support implementation.	Direct Instruction	Tier 1	Getting Ready	09/01/2019	06/01/2020	\$7000	Title II Part A	Classroom teachers, support staff, instructional coach, school leader

Goal 6: All English learners will improve their English language acquisition and improve their performance in reading and math as measured through NWEA

School Improvement Plan

Cesar Chavez Academy Elementary

Measurable Objective 1:

52% of English Learners students will increase student growth on annual assessment in English Language Arts by 06/19/2020 as measured by WIDA.

(shared) Strategy 1:

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

Category: Learning Support Systems

Research Cited: SIOP, WIDA

Tier: Tier 1

Activity - SIOP Strategy-Interaction-Active Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include active engagement strategies in their instruction through the use of technology, think-pair-share, and other engagement strategies	Direct Instruction	Tier 1		09/01/2019	06/01/2020	\$0	No Funding Required	administrative team, teachers
Activity - Professional Development- SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to maintain teachers up to date with strategies our school will provide training on SIOP components to all teachers working with ELs.	Professional Learning	Tier 1	Monitor	09/01/2019	06/01/2020	\$5000	Title III	administrative team, teachers
Activity - Fast Forward Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Comers will use Fast Forward computer software to support with language acquisition	Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$4000	Title III	School Leader and Instructional Coach
Activity - WIDA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend WIDA conference to obtain new information and resources to support our school goals	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$900	Title III	Instructional Coach and School Leader

Measurable Objective 2:

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

School Improvement Plan

Cesar Chavez Academy Elementary

(shared) Strategy 1:

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

Category: Learning Support Systems

Research Cited: SIOP, WIDA

Tier: Tier 1

Activity - SIOP Strategy-Interaction-Active Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include active engagement strategies in their instruction through the use of technology, think-pair-share, and other engagement strategies	Direct Instruction	Tier 1		09/01/2019	06/01/2020	\$0	No Funding Required	administrative team, teachers
Activity - Professional Development- SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to maintain teachers up to date with strategies our school will provide training on SIOP components to all teachers working with ELs.	Professional Learning	Tier 1	Monitor	09/01/2019	06/01/2020	\$5000	Title III	administrative team, teachers
Activity - Fast Forward Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Comers will use Fast Forward computer software to support with language acquisition	Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$4000	Title III	School Leader and Instructional Coach
Activity - WIDA Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend WIDA conference to obtain new information and resources to support our school goals	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$900	Title III	Instructional Coach and School Leader

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tuition Reimbursement for ELL Endorsement	Teachers who pursue ELL endorsement will receive tuition reimbursement for up to 2 teachers for 3 semesters a year at \$1500 per semester.	Recruitment and Retention, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$9000	School leader
Audio Books/Bilingual Books	Audio and bilingual picture books to promote language development and support English acquisition, reading comprehension and support differentiation of instruction.	Technology	Tier 2	Monitor	09/01/2019	06/19/2020	\$3000	Administration, instructional coach, instructional staff, ELL teacher
ESL Parent Classes	ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Direct Instruction, Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$600	administrative team and community liaison
EL iPad applications	EL applications to reinforce phonics, phonemic awareness, vocabulary, sight words, reading comprehension and fluency	Technology	Tier 2	Monitor	09/01/2019	06/19/2020	\$1000	Administration, instructional coach, ELL support staff
Summer School Staff	Students will be invited to attend summer school to receive intensive targeted interventions for 4 weeks.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$2300	School leader, coach and instructional staff
MABE Conference	MABE conference registration for ELL teacher and administrator to gather and share evidence based idea to support English Language Learners	Professional Learning, Curriculum Development	Tier 1	Getting Ready	09/01/2019	06/19/2020	\$900	Administration, instructional coach, ELL teacher

School Improvement Plan

Cesar Chavez Academy Elementary

Professional Development- SIOP	In order to maintain teachers up to date with strategies our school will provide training on SIOP components to all teachers working with ELs.	Professional Learning	Tier 1	Monitor	09/01/2019	06/01/2020	\$5000	administrative team, teachers
EL After School Tutoring	WIDA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL After School Program targeting deficit areas of WIDA. Teachers and support staff will administer the support for the students.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$8000	School leader, coach, ELL teacher and paraprofessionals
WIDA Conference	Staff will attend WIDA conference to obtain new information and resources to support our school goals	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$900	Instructional Coach and School Leader
Fast Forward Technology	New Comers will use Fast Forward computer software to support with language acquisition	Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$4000	School Leader and Instructional Coach
Student take home reading bags	Students at risk in language development, vocabulary, comprehension, and word recognition will receive a student work bag that will be signed out weekly by parents. Take home bags will include activities that will support the aforementioned skills	Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$1500	Administration, instructional coach, ELL teacher, support staff
EL HQ Aide	The English Language HQ aide will support students through small group instruction targeting deficit reading skills. The HQ aide will be monitored by the EL teacher and Instructional Coach to ensure fidelity of program	Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$28000	EL Teacher, Instructional Coach and School Leader
Professional Development for supporting English Language Learners	Strategies to support English Language Learners for all instructional staff and the opportunity for 3 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$900	administration, instructional coach, instructional staff
Utilize Software Licenses to Engage Learners	Students will use learning atoz.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (lakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. EL software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$7000	School leader, coach, teachers, support staff

School Improvement Plan

Cesar Chavez Academy Elementary

ESL Parent Classes	ESL Parent classes for 25 parents for 19 weeks 3 times a week and child care	Direct Instruction, Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$1800	administrative team and community liaison
Professional Development for supporting English Language Learners	Strategies to support English Language Learners for all instructional staff and the opportunity for 3 staff members to attend MABE conference	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	administration, instructional coach, instructional staff
Summer School Staff and Supplies	Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies to support instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$2300	School leader, coach, teachers and instructional support staff
ELs Resource Materials for supporting students in small group instruction	Materials to support vocabulary, comprehension, and listening skills including Expanding Expression tool kits for developing expressive language for students scoring basic, low and high intermediate on WIDA such as audio books and audio players, tag readers, MP3 players, Leapfrog instructional videos, instructional games that support language development	Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$3600	Administration, instructional coach, ELL teacher, support staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Meetings	Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the deficient areas.	Teacher Collaboration, Curriculum Development	Tier 1	Monitor	09/01/2019	06/19/2020	\$0	School leader, coach and instructional staff
Instructional Learning Cycles	Implement Instructional Learning Cycles at the K-2 level to support with analyzing data and driving instruction.	Direct Instruction, Implementation	Tier 1	Implement	09/01/2019	06/19/2020	\$0	Administration and instructional staff

School Improvement Plan

Cesar Chavez Academy Elementary

Special Education Lesson Plan Alignment	Special Education Lesson planning aligned to classroom lesson plans	Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$0	Special Education teachers, school leader and instructional coach
Curriculum Alignment	Continue vertical and horizontal alignment at the Kinder through 2nd grade level along with alignment to the needs of our students	Implementation	Tier 1	Monitor	09/01/2019	06/19/2020	\$0	School, coach, teachers and instructional staff
SLOP Strategy-Interaction-Active Engagement	All teachers will include active engagement strategies in their instruction through the use of technology, think-pair-share, and other engagement strategies	Direct Instruction	Tier 1		09/01/2019	06/01/2020	\$0	administrative team, teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Research and Evidence Based Interventions	Students will receive targeted instruction for 25-30 minutes 5 days a week on deficit skills by HQ support staff	Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$192000	School leader, coach and instructional staff
Professional Development-Crisis Prevention Intervention	Provide all staff with professional development on the crisis prevention intervention techniques, plus training materials	Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	all school personnel
Incentives for good attendance	Provide students with incentives for having good attendance such as stickers, pencils, folders, bracelets, ice cream parties, etc	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$2000	classroom teacher, support staff, community liaison, instructional coach, school leader

General Fund

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

Cesar Chavez Academy Elementary

Science Fair	All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$500	School leader, coach and instructional coach
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School Staff and Supplies	Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies to support instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$25000	School leader, coach, teachers and instructional support staff
Informational Text and Leveled Readers	Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block. This may include the use of magazines subscriptions and informational trade books.	Implementation	Tier 1	Monitor	09/01/2019	06/19/2020	\$3500	School leader, coach and instructional staff
Parent Leadership Institutes and Instructional Raffle Materials	Weekly morning meetings are held for parents to give research based information on how to help their child excel in school. Raffles of instructional materials will be made weekly to encourage participation and learning in the home.	Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	School leader, community liaison
Professional Development- writing across the curriculum	PD on incorporating writing across the curriculum	Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$4500	Administration, instructional coach, teachers
Supplemental Materials for Writing Instruction	Students will increase their writing abilities when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Direct Instruction, Materials	Tier 1	Monitor	09/01/2019	06/19/2020	\$1000	School leader, coach and instructional staff
Professional Development- Best Practices	Teachers will participate in professional development to continue enhancing their craft. Professional development will target best practices in math- such as math talk, Marzano, Guided Math,	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	administrative team, instructional coach

School Improvement Plan

Cesar Chavez Academy Elementary

Professional Development on Promoting Student Independence	Academic staff will receive professional development on how to promote student independence	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$3000	School Leader, Special Education Coordinator, Instructional Coach
Technology Integration to Enhance Teaching and Learning	To ensure and effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, chromebooks, laptops, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer carts, desktops, laptops and/or electronic devices allowing them to use this technology to do research for papers and projects, take assessments, produce reports and practice skills.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	School leader, coach and instructional staff
MTSS Coordinator/Data Coach	The MTSS coordinator will oversee the RtI process and support in reviewing data, implement intervention groups, schedule parent meetings, facilitate RtI meetings, review PBIS data, oversee CICO	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$86000	School Leader and Coach
Building Attendance Coordinator- Stipend	The building attendance coordinator will assist the attendance officer with contacting families and putting together attendance related activities to support with decreasing chronic absenteeism	Policy and Process	Tier 3	Monitor	09/01/2019	06/19/2020	\$3000	School Leader, attendance officer, attendance coordinator
Mystery Science Experiments Subscription and Materials	Students will witness and partake in the inquiry process by completing various science projects that will enhance their understanding. Materials may be purchased to support experiments aligned to Michigan Science Standards	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$6000	School leader, coach and instructional staff
Summer School Staff	Students will be invited to attend summer school to receive intensive targeted interventions for 4 weeks.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$25000	School leader, coach and instructional staff
Parent Newsletter Subscriptions	Subscriptions to newsletters for parents to support the home/school connection and support parents with added strategies	Parent Involvement, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$600	administrative team, community liaison
After School Tutoring	Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$5000	School leader, coach, teachers and support staff

School Improvement Plan

Cesar Chavez Academy Elementary

Informational text/ literature aligned to MC3 Curriculum	Students will utilize a variety of grade level appropriate informational text to support learning, such as trade books and student magazines	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Administrati on, instructiona l coach, teachers
Title I Teachers-Data Driven Targeted Interventions	Align intervention needs with school wide data and student needs. Maintain 3 Title I Reading and math Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans ,Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials to support small group instruction, Computer-based Reading programs	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$175000	Administrati on, Instructiona l Coach, Teachers, Title I teachers
Curriculum Alignment	Teachers will continue to ensure alignment of the curriculum both vertical and horizontal. A team of teachers will continue working on gathering resources to support instruction such as; project based assignments, vocabulary, best practices, and rigorous lessons directly tied to standards	Direct Instruction, Professional Learning, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$0	administrati ve team and teachers
Field Trips to Community Organizations	Students will have hands on experiences and real world experiences by participating on field trips to community based organizations such as Greenfield Village	Field Trip	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Administrati on, instructiona l coach, teachers
Science A-Z	Science A-Z web-based program to support with informational text and inquiry based science experiments.	Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$1700	administrati on, classroom teachers, science teacher
Dia De La Mujer Conference	Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$500	School leader

School Improvement Plan

Cesar Chavez Academy Elementary

Home Visit	Stipends for teachers who conduct home visits for students who are at-risk	Parent Involvement	Tier 2	Monitor	09/01/2019	06/19/2020	\$2000	administration, community liaison, teachers, support staff, instructional support
Title I Highly Qualified Aide	Title I HQ Aide supports with providing additional support to students who are below grade level	Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$31000	School Leader and Instructional coach
Hands on Science Field Trip	Students will have a hands on experience to state standards by participating in field trips such Science Center; Detroit, Imagination Station, Sea Life Aquarium, Ann Arbor Museum, Lego Land	Field Trip	Tier 1	Monitor	09/01/2019	06/01/2020	\$4700	School leader, coach and instructional staff
Instructional Coach	Hire an Instructional Coach that would provide teachers with instructional support, coaching, feedback on best practices.	Monitor	Tier 1	Monitor	09/01/2019	06/19/2020	\$91500	School leader, coach and instructional staff
Leader In Me	Provide staff the supports and resources to prepare to implement the Leader in Me philosophy to support with student behavior and engagement.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2019	06/19/2020	\$5000	School Leader, Instructional Coach and PBIS coordinator
Professional Development- Teaching Children in Poverty	Teachers and support staff will engage in professional development that will provide a comprehensive view of students in poverty and their learning needs	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Administration
Professional Development- Rigor and Cognitive Demand	Teachers will participate in professional development to support rigor and cognitive demand	Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	administrative team
Marzano 9	Provide teachers with professional development on the Marzano 9 Instructional Strategies to ensure the implementation of best practices in the classroom	Direct Instruction, Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Administration and instructional staff
After School Events	After school events such as literacy night, math night, Family night and STEAM Fair that will engage families in instructional activities and strategies that can be done at home. Students will be able to take home manipulatives, books, and learning games to bridge the home/school connection.	Parent Involvement	Tier 1	Monitor	09/01/2019	06/19/2020	\$1500	administrative team, teachers, support staff

School Improvement Plan

Cesar Chavez Academy Elementary

Professional development for PBIS to enhance program	Students and staff will participate on a PBIS event that will enhance the program.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Administration, instructional coach, PBIS Team, teachers, students
After School Study Skills	Identify students that are at risk in language arts for after school support on targeted skills.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$4500	School leader, coach, teachers and highly qualified aides
Utilize Software Licenses to Engage Learners	Students will use learning atoz.com, Discovery Education, United Streaming, Moby Max, Starfall, Raz kids, Reading A-Z, Lexia, BrainPop, Interactive White board games (Iakeshore) and a variety of iPads applications to enhance whole group as well as independent learning. EL software: BrainPop; to reinforce language acquisition, visual learning and enhance instruction	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$4500	School leader, coach, teachers, support staff
Web based programs- NWEA and Moby Max	NWEA and Moby Max will be utilized to assess students' growth and mastery in math to improve and drive instruction.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$6000	School leader, coach and instructional staff
Software and iPad Applications	Students will make connections to real life when using BrainPop, discovery learning, iPads to reinforce what has been taught in the classroom and utilize technology for reports and projects	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Administrative team, instructional coach, teachers
Attendance Officer	Stipend provided to attendance coordinator for keeping track of attendance and contacting families of truant students	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$40000	Administration, Community Liaison
Utilize Technology/Hardware in the Classroom	Students will use iPads, Chromebooks/laptops, desktops, audio players, and other technology hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$10000	School leader, coach, teachers and support staff
Accelerated Reader	Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Technology	Tier 1	Monitor	09/01/2019	06/19/2020	\$3500	School leader, coach, teachers and support staff

School Improvement Plan

Cesar Chavez Academy Elementary

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Focal Pointe	Focal Pointe, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$4000	School Leader and Instructional Coach
Instructional Learning Cycles	K-2 teachers will engage in Instructional learning cycles as part of professional learning and to engage in analyzing data to drive instruction and incorporating best practices. An ILC coach will support with facilitating and data analysis	Professional Learning, Curriculum Development, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	classroom teachers, support staff
Summer School Behavior Interventionist	Behavior Interventionist will support with ensuring students acclimating incoming kinder students to the school setting and provide students and teachers with strategies to be successful in the classroom.	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/01/2019	06/19/2020	\$3000	administration
31A Teacher	31A teacher will implement small group instructional support on targeted skills for Tier 2 and Tier 3 students	Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$63000	School Leader and Instructional Coach
After School Tutoring	After school Tutoring will be offered to students who maintain a 2 or lower on their weekly writing samples. Score will be based on writing rubrics ranging from 1-6. After school writing tutoring will be delivered by highly qualified teachers or aides.	Academic Support Program	Tier 2	Implement	09/01/2019	06/19/2020	\$6500	school leader, instructional coach, classroom teachers and support staff
ELA Coach	Assign an ELA coach that will support with job-embedded professional development, instructional learning cycles and coaching through observations and feedback	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Administration
Math Coach	Assign math coach	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Administration

School Improvement Plan

Cesar Chavez Academy Elementary

PBIS Incentives	Through our PBIS program students acquire incentives such as pencils, trophies, stickers and small toys as a reward for being following school expectations, assemblies by performers such as magicians or kids song musicians	Behavioral Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Administration, PBIS Team, instructional coach
Summer School Staff	Students will be invited to attend summer school to receive intensive targeted interventions for 4 weeks.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$27000	School leader, coach and instructional staff
Implementation of Focal Pointe	Focal Pointe, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including CCSS, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels	Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$3000	School Leader, Instructional Coach
EL Teacher/Coach	ESL certified teacher will be responsible for providing academic support for teachers and support staff with guidance on SIOP strategies and other ESL best practices in the classroom through coaching as well as servicing ELs based on performance on WIDA assessment	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$50000	School leader, coach and ELL coach
After School Study Skills	Identify students that are at risk in language arts for after school support on targeted skills.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$6500	School leader, coach, teachers and highly qualified aides
Informational text/literature aligned to support science units	Informational Text/literature that supports the integration of literacy across content areas such as non-fiction leveled books, trade books, science weekly, scholastic news	Academic Support Program	Tier 1		09/01/2019	06/19/2020	\$5000	Administration, Instructional Coach, classroom teachers, Science Teacher
After School Tutoring	Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$5000	School leader, coach, teachers and support staff

School Improvement Plan

Cesar Chavez Academy Elementary

31A Teacher and HQ Aides	31a teacher and HQ aides will support students through small group instruction targeting student deficits and progress monitoring to ensure instruction is differentiated and students needs are being met.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$287000	School Leader and Instructional Coach
Summer School Staff and Supplies	Summer school; utilizing end of the year assessment data, students identified at risk in language arts/math will be invited to attend. Supplies to support instruction.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$27000	School leader, coach, teachers and instructional support staff
Daily Research and Evidence Based Interventions	Students will receive targeted instruction for 25-30 minutes 5 days a week on deficit skills by HQ support staff	Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$230000	School leader, coach and instructional staff
Kinder Summer Institute	Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$27000	School Leader and Instructional Coach
Intervention Materials	Resource materials to assist academic support staff in implementing engaging and motivating interventions in phonemic awareness, phonics, comprehension, vocabulary, fluency	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$3000	administration, instructional coach, support staff
School Improvement Coach	The school Improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Behavioral Support Program, Professional Learning, Curriculum Development, Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$1000	administration
Math Centers and Hands on Materials	Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction	Tier 1	Monitor	09/01/2019	06/19/2020	\$2500	School leader, coach and instructional staff

School Improvement Plan

Cesar Chavez Academy Elementary

Reaching all Students-Homeless Population	The community liaison will keep records of the status of students and report to the school leader if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and provide supports students and family with clothing, furniture, appliances, bill payments, food	Parent Involvement, Community Engagement	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	Administration and Community liaison
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.	Behavioral Support Program, Professional Learning, Policy and Process, Curriculum Development, Parent Involvement, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$900	Administration
Security Guard	Increase security within school grounds to support our goal of providing a safe learning environment	Behavioral Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$35000	Administration, instructional coach, social worker
Character Education	Students will participate in character education program and bully prevention	Behavioral Support Program	Tier 1	Monitor	09/01/2019	06/19/2020	\$1000	Administration, instructional coach, teachers, social worker
31A Highly Qualified Aides	31A Highly Qualified aides provide interventions for students who are at risk in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Direct Instruction, Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$287000	School leader, instructional coach, instructional support staff and 31a Highly Qualified Aides
Upgrade surveillance system	Upgrade school wide surveillance system which will include security cameras and monitors, magnets for doors,	Other - Security	Tier 1	Implement	09/01/2019	06/19/2020	\$8000	Administration

School Improvement Plan

Cesar Chavez Academy Elementary

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Utilizing Technology in the Classroom	Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	School leader, coach and instructional staff
Professional development-team building	Teachers will participate in team building activities to enhance collaboration and maintain a positive culture	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	Administration, instructional coach, teachers
Summer School Staff	Students will be invited to attend summer school to receive intensive targeted interventions for 4 weeks.	Direct Instruction, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$3500	School leader, coach and instructional staff
Professional Development on RLAC /Phonics First and phonemic awareness	Teachers will receive sustainable and ongoing professional development on targeted interventions.	Direct Instruction, Professional Learning, Academic Support Program	Tier 2	Monitor	09/01/2019	06/19/2020	\$3500	School leader, instructional coach

School Improvement Plan

Cesar Chavez Academy Elementary

Professional Development for Instructional Coach and Leader	The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.	Walkthrough, Behavioral Support Program, Recruitment and Retention, Communication, Professional Learning, Policy and Process, Evaluation, Curriculum Development, Parent Involvement, Academic Support Program, Community Engagement, Career Preparation/Orientation	Tier 1	Implement	09/01/2019	06/19/2020	\$3000	administration
Sustainable Professional Development on Using Technology	Instructional staff will be equipped with essential tools to incorporate technology into their instructions through iPad applications, computer applications and other instructional technology.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$2000	School leader, coach and instructional staff
Professional development on cross curricular instruction	PD on cross curricular instruction to support teachers in implementing high engaging lessons	Professional Learning	Tier 1	Monitor	09/01/2019	06/01/2020	\$4500	Administration, instructional coach, teachers

School Improvement Plan

Cesar Chavez Academy Elementary

Professional Development for Instructional Coach and Leader	The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. The training will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and process.	Walkthrough, Direct Instruction, Behavioral Support Program, Recruitment and Retention, Communication, Professional Learning, Policy and Process, Evaluation, Curriculum Development, Parent Involvement, Academic Support Program, Career Preparation /Orientation	Tier 1	Implement	09/01/2019	06/19/2020	\$3000	administration
Shelter Instruction Observation Protocol (SIOP)	Teachers will receive professional development on the implementation on SIOP for effective execution of SIOP strategies.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	School leader, coach and instructional staff
Professional Development on MTSS/RTI	Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems, procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$4500	School leader and coach
Professional Development on Differentiated Instruction	Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	School leader, coach, teachers and support staff
Professional Development on D.I.	On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$4500	School leader, coach and instructional staff

School Improvement Plan

Cesar Chavez Academy Elementary

Ongoing Professional Development - Common Core State Standards	Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students throughout content areas	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	School leader, coach and instructional staff
Summer School Program Administrator	Summer school administrator will support administrative team by creating summer school program, pulling together the curriculum and resources and taking care of the daily needs of summer school students and teachers.	Curriculum Development, Academic Support Program	Tier 3	Monitor	09/01/2019	06/19/2020	\$3500	administrative team, summer school program administrator
Handwriting Without Tears Curriculum Professional Development and Materials	Professional development to support teachers in instructing handwriting without tears in the classroom along with materials to support implementation.	Direct Instruction	Tier 1	Getting Ready	09/01/2019	06/01/2020	\$7000	Classroom teachers, support staff, instructional coach, school leader
Professional Development on Formative Assessments	Instructional staff will be presented with a variety of strategies on how to implement and utilize the data gathered from formative assessments	Professional Learning	Tier 1	Monitor	09/01/2019	06/19/2020	\$5000	administration, instructional staff, instructional coach
Professional Development on co teaching	Classroom teachers and Special Education teachers will engage in professional development on how to effectively engage in co-planning.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2019	06/19/2020	\$3000	administration, classroom teachers, Special Education teachers
Culturally Responsive Classroom	Provide teachers with professional learning opportunities for creating a culturally responsive classroom to support our diverse learners	Professional Learning	Tier 1	Implement	09/01/2019	06/19/2020	\$5000	Administration and Instructional staff