



School Improvement Plan

Cesar Chavez High School

Cesar Chavez Academy

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Introduction

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

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

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

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

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

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

Student Achievement

2016-2017

Overall Index Score: 51.91%

Growth Overview Score: 36.84%

Proficiency Overview Score: 32.69%

Graduation Rate: 95.95%

English Learner Progress Overview: 100%

School Quality and Student Success: 52.14

Assessment Participation: 100%

2015-2016 Scorecard Results

Top to Bottom Rank:

2011-2012: 14th percentile

2012-2013: 17th percentile

2013-2014: 32% percentile

2014-2015: No data

2015-2016: 20th percentile

SY 2018-2019

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Bottom 30% Scorecard: Red in all subjects

Hispanic of any race: Green in all subjects

Economically Disadvantaged: Green in all subjects

ELL: Green in all subjects

Overall Scorecard Ranking: Yellow

2017-2018 NWEA

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

ScanTron (Global Scholars)

2015-2016 Scantron

9th Grade

Math SIP: Fall 24 and Winter 33

Reading: Fall 50 and Winter 64

10th Grade

Math SIP Fall 23 and Winter 33

Reading SIP Fall 40 and Winter 51

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

Math

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

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

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

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

Reading

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

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

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

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

4 YEAR GRADUATION RATE

2014-2015: 89.94%

2015-2016: 92.64%

2016-2017: 95.95

2015-2016 M-Step

Science 10% Proficient

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Social Studies 31% Proficient

2016-2017 M-Step Proficiency

Science 8% Proficient

Social Studies 21% Proficient

ACT

2011-2012 Composite score: 17.1

2012-2013 Composite score: 16.6

2013-2014 Composite score: 17.1

2014-2015 Composite score: 16.3

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

SAT

2015-2016 Composite score: 892.2

2016-2017 Composite score: 887

2017-2018 Composite score: 900 (Per College Board)

ACT Plan

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

MME

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

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

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

WIDA (Access for ELLs 2.0)

2016-2017: Scoring standard settings were changed. Students who received 5's and 6's are considered to be reaching proficiency in the

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English Language. In 9th grade, 15% of our students received an overall composite score of a 5 or 6 on the Access for ELLs. 2.0 WIDA exam. In 10th grade, 12% of our students received an overall composite score of a 5 or 6 on the exam. In 11th grade, 0% of the students received a 5 or a 6. In 12th grade, 7% of our students received a 5 or 6.

Proficiency by domains:

Listening

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

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

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

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

Speaking

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

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

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

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

Reading

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

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

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

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

Writing

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

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

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

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

WIDA 2016-2017

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

WIDA 2017-2018

We do not yet have our growth percentage from MDE for this year of testing. We assume that we will be on the same path to growth for our English Learners.

Process Data

We identified strengths and weakness of our processes and systems by completing the Interim Self Assessment for the 2016-2017 School Year. Our weakness were located in Standard 3; Teaching and Assessing for Learning. We earned an overall score of a 2.92 in Standard 3. Stakeholders indicated their concern was the monitoring of curriculum and assessment, as well as all teachers implementing the instructional process within their classrooms.

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We identified many areas of strengths within our school. Our highest area was "Resources and Support Systems". Our overall score in this standard was a 3.57. Our stakeholders feel that we are provided adequate and plentiful resources to effectively teach students. We were rated a score of threes in Standard 1: Purpose and Directions, Standard 2: Governance and Leadership, and Standard 5: Using Results for Continuous Improvement. Strengths were noted throughout these four standards.

We are trying to fix our areas of weakness by improving our continuous school improvement process as a whole. Hopefully, through including all stakeholders in the school improvement process and then ensuring all information is disseminated to all staff, we can improve in these identified areas.

Perceptions (Parents and Staff at a minimum)

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

Student Surveys

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

Some other areas that students ranked high were:

That programs and services were available to help them succeed

That purposes and expectations are clearly explained

That principal and teachers have high expectations

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

And school prepares them for success in the next school year

Some areas of lower satisfaction with students were:

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

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

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

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

2017-2018 Parent Surveys

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

- My child is getting a good education

- My child feels good about going to school

- The teachers here cared about my child's learning

- parents felt that their children were safe and secure

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

Staff Surveys

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

-That our school's leaders support an innovative and collaborative culture

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- That our school maintains facilities that support student learning
- That our school maintains facilities that contribute to a safe environment
- And that our school leaders monitor data related to student achievement

Some lower areas of satisfaction from the staff were:

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

Demographic

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

- Over 90% Hispanic
- High Percentage of economically disadvantage
- Majority of students free and reduced lunch
- Below average based on our Index Score
- (27 general budget teacher) Staff makeup per grade-level, include support staff
- Title1 teachers
- 31a
- 1 instructional coach
- 1 home-liaison
- 17% of our students Office Discipline Referrals (do we want this to include regular referrals not just suspensions.)

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

CONCLUSIONS- What are CAUSES for the GAPS?

Overall, we are not meeting are proficiency targets in core content areas, even though we are outperforming other local high schools with the same demographics. Our focus for the upcoming school years need to be on improving achievement in all four content areas. Our Science and Social Studies scores decreased. We will be implemented Expository and Non-fiction reading strategies across our content areas to help improve this, as well as attacking NGSS standards. Another focus is ensuring our students are College and Career ready. We also found that attendance is a problem that brought down our Index score. Our district is looking into getting a Truancy Officer or someone dedicated to attendance issues within our district.

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

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

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

Which area(s) indicate the overall highest performance?

We are showing our highest proficiencies in Reading. We now need to incorporate these same strategies into all content areas.

Subgroups

While ELL students and Special Education students are struggling to meet state standards on assessments, these groups are both making

gains on assessments such as WIDA and NWEA.

Gap

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

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

School Improvement Goals:

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

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

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

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

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

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

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

CCAHS will increase parent participation in parent engagement activities.

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

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

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

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

We look at various pieces of data to determine the programming for all students and to meet the needs of the students most in need. Students who are the most disadvantaged are able to participate in after school tutoring, summer school programs, utilize technology, and have access to paraprofessionals and services that will address their needs.

Component 2: Schoolwide Reform Strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	ALL CCAHS paraprofessionals meet the NCLB requirements and are considered highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All CCAHS teachers meet the NCLB requirements and are considered highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

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

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

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

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

0-5 years= 19 teachers

6-10 years=7 teachers

11-15 years=2 teachers

16+ years=2 teachers

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

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

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

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

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

There has not been a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

The Comprehensive Needs Assessment identified some weaknesses in all content areas, but we really need to improve proficiency in Science. We will be incorporating Close Reading of Non-fiction text into all of our classrooms in hopes of improving this. We will also gain more of an understanding of the NGSS standards. We will provide professional development in four content areas, MTSS, SIOP and other strategies to work with ELL Learners, working with at-risk students, along with interventions for working with all tiers of students.

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

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

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

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

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	attached	CCAHS 2018-2019 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NA not a requirement at the high school level.

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

N/A

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

Not a requirement at the high school level.

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

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

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

Component 7: Preschool Transition Strategies

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

CCAHS does not address preschool age children or kindergarten classrooms.

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

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

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

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

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

Teachers meet in their respective department meetings bi-weekly.

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

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

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

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

Teachers use regular academic assessment results (i.e. - SAT, MME, NWEA, classroom assessments, and Naiku) so that they can adjust instruction based on student's academic needs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Improvement Plan

Cesar Chavez High School

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

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

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

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

We have various community partnerships.

Evaluation:

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

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

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

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

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

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

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

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

2018-2019 School Improvement Goals

Overview

Plan Name

2018-2019 School Improvement Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be provided pathways to College and Career Readiness.	Objectives: 8 Strategies: 6 Activities: 11	Academic	\$42500
2	All students at Cesar Chavez High School will become proficient readers.	Objectives: 3 Strategies: 7 Activities: 18	Academic	\$374000
3	All students at Cesar Chavez High School will become proficient writers.	Objectives: 3 Strategies: 8 Activities: 22	Academic	\$453000
4	All students at Cesar Chavez High School will become proficient in Mathematics.	Objectives: 3 Strategies: 9 Activities: 20	Academic	\$312500
5	All students at Cesar Chavez High School will become proficient in Science.	Objectives: 3 Strategies: 8 Activities: 17	Academic	\$198428
6	All students at Cesar Chavez High School will become proficient in Social Studies.	Objectives: 3 Strategies: 8 Activities: 19	Academic	\$204980
7	Cesar Chavez High School will increase parent participation in parent engagement activities.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$9500
8	All English Language Learners will increase proficiency in the English Language and all content areas.	Objectives: 2 Strategies: 6 Activities: 13	Academic	\$255500

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

Measurable Objective 1:

30% of All Students will achieve college and career readiness through experience and enrollment in AP style courses. in English Language Arts by 06/28/2019 as measured by Enrollment numbers in English AP courses.

(shared) Strategy 1:

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

Category: Career and College Ready

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

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

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

A Decade of Increased AP Participation and Performance

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

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

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

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

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

School Improvement Plan

Cesar Chavez High School

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

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

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

Tier: Tier 1

Activity - Taking AP Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science.	Direct Instruction, Getting Ready, Career Preparation /Orientation, Implementation	Tier 1	Implement	09/06/2016	06/28/2019	\$0	No Funding Required	Brian Goodwin (Instructional Coach) and AP Teachers.
Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/28/2019	\$5000	General Fund	AP Teachers, Instructional Coach, Assistant Principal
Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Getting Ready, Implementation, Supplemental Materials, Monitor	Tier 1	Monitor	09/06/2016	06/28/2019	\$0	No Funding Required	AP Teachers, Instructional Coach, Assistant Principal
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Measurable Objective 2:

30% of All Students will achieve college and career readiness experience and enrollment in AP style courses. in Mathematics by 07/19/2019 as measured by Enrollment numbers in Mathematics AP courses.

(shared) Strategy 1:

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

Category: Career and College Ready

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

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

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Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/28/2019	\$5000	General Fund	AP Teachers, Instructional Coach, Assistant Principal

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

Cesar Chavez High School

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Measurable Objective 3:

30% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness experience and enrollment in AP style courses in Social Studies by 09/06/2016 as measured by Enrollment numbers in AP Courses..

(shared) Strategy 1:

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

Category: Career and College Ready

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

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School Improvement Plan

Cesar Chavez High School

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

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Tier: Tier 1

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School Improvement Plan

Cesar Chavez High School

Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Getting Ready, Implementation, Supplemental Materials, Monitor	Tier 1	Monitor	09/06/2016	06/28/2019	\$0	No Funding Required	AP Teachers, Instructional Coach, Assistant Principal

Measurable Objective 4:

30% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will achieve college and career readiness experience and enrollment in AP style courses in Science by 06/29/2018 as measured by enrollment numbers in Science AP courses..

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School Improvement Plan

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Tier: Tier 1

Activity - Taking AP Courses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Activity - Students taking AP Exams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/28/2019	\$5000	General Fund	AP Teachers, Instructional Coach, Assistant Principal

School Improvement Plan

Cesar Chavez High School

Activity - AP Practice Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Getting Ready, Implementation, Supplemental Materials, Monitor	Tier 1	Monitor	09/06/2016	06/28/2019	\$0	No Funding Required	AP Teachers, Instructional Coach, Assistant Principal

Measurable Objective 5:

10% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to build the Robotics program and compete at the state level. in Career & Technical by 06/28/2019 as measured by students collaborating together to build the robotics program and qualify for the state championship..

Strategy 1:

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

Category: Career and College Ready

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

by: Anita G. Lundy, University of Kansas

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

Her References:

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

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

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

Tier: Tier 1

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Activity - Marketing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work together with the help of Teacher coaches and GM Engineer Mentors to create the marketing profile of the school's team (4680). The plans will be implemented by the students with mentor direction which will include website design, t-shirt design, social media presence, documentation of process, and actual scouting of other robotics teams during district, state, and world championships.	Technology , Field Trip, Communication, Getting Ready, Community Engagement, Extra Curricular, Career Preparation /Orientation , Policy and Process	Tier 1	Implement	01/02/2017	06/28/2019	\$5000	Other	Robotics Team Coaches, Teachers (differs each year), paraprofessionals (differs each year)
Activity - Robotics Build Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work together with the help of Teacher coaches and GM Engineer Mentors to build the robot for the school's team (4680). The plans will be implemented by the students with mentor direction which will include chassing, manipulator, drive team, and electrical for the purposes of competing during district, state, and world championships.	Technology , Field Trip, Materials, Communication, Getting Ready, Evaluation, Career Preparation /Orientation , Implementation, Extra Curricular, Supplemental Materials, Other - Engineering, Monitor	Tier 1	Implement	01/02/2017	06/28/2019	\$5000	Other	Robotics Team Coaches, Teachers (differs each year), Paraprofessionals (differs each year)

Measurable Objective 6:

80% of All Students will achieve college and career readiness through attending after school program/activity in Career & Technical by 06/28/2019 as measured by attendance in one or more after school program/activity..

Strategy 1:

After School Activities - The more students engage with after school activities because participation in afterschool programs has been shown to increase cognitive,

School Improvement Plan

Cesar Chavez High School

behavioral, and emotional engagement. This strategy will be implemented by offering many options for students to engage their community through enhancing academic skills, technical skills, athletic skills, and fostering cultural understanding.

Category: Career and College Ready

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

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Tier: Tier 1

Activity - Trade School Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Samano brings students to different trade schools through monthly field trips.	Professional Learning, Career Preparation /Orientation	Tier 1		09/06/2016	06/28/2019	\$0	No Funding Required	Mr. Samano, additional staff volunteers

Activity - Sports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.	Field Trip, Community Engagement, Extra Curricular, Recruitment and Retention	Tier 1		09/06/2016	06/28/2019	\$15000	General Fund	Jerrold Jackson (Athletic Director) and Coaches.
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Activity - Club Cultural Learning Upon Experience (CLUE)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage multiple cultures through field trips.	Field Trip, Community Engagement, Extra Curricular	Tier 1	Implement	09/13/2016	06/28/2019	\$500	General Fund	Mrs. Sanchez

Strategy 2:

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

Category: Career and College Ready

Tier: Tier 1

Activity - Michigan Career and Technical Institute Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education students will be offered occupational and vocational training for specific disabilities.	Field Trip, Career Preparation /Orientation	Tier 2	Implement	07/01/2017	06/28/2019	\$1000	Special Education	Special Education Teachers and Directors, Administrators

Measurable Objective 7:

85% of Eleventh and Twelfth grade students will complete a portfolio or performance task in English Language Arts by 06/21/2019 as measured by rubric and interview process.

Strategy 1:

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

Category: English/Language Arts

Tier: Tier 1

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Activity - Portfolio Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will provide examples, edit student work, conduct student interviews, and connect real world applications to the classroom. This will prepare students for professionalism and matriculation process.	Teacher Collaboration, Technology, Materials, Communication, Getting Ready, Evaluation, Community Engagement, Extra Curricular, Career Preparation /Orientation, Implementation, Academic Support Program	Tier 1	Monitor	09/08/2015	06/28/2019	\$1000	General Fund	ELA Teachers and support staff

Measurable Objective 8:

100% of All Students will achieve college and career readiness by collaborating with a College and Career Advisor in Career & Technical by 06/28/2019 as measured by college applications, college admission, and career opportunities.

Strategy 1:

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

Category: Career and College Ready

Tier: Tier 1

Activity - College Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Career and College Advisor will provide opportunities for students to visit college campuses, as well provide opportunities for college representatives to visit our high school.	Career Preparation /Orientation	Tier 1	Monitor	06/28/2018	06/28/2019	\$10000	General Fund	College and Career Advisor, Administration

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

Measurable Objective 1:

50% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Reading by 06/28/2019 as measured by M-Step/SAT standardized tests..

(shared) Strategy 1:

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

Category: Learning Support Systems

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

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

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

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

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

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

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

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

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/28/2019	\$500	Title I Schoolwide	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program	Tier 2	Implement	09/08/2015	06/28/2019	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/28/2019	\$40000	Title I Part A	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist will collect various forms of student achievement data, as it pertains to reading instruction, and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	07/02/2015	06/28/2019	\$20000	Title I Part A	School Leader, Assistant Principal, Instructional Coach, Reading Specialists
Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Direct Instruction, Curriculum Development, Implementation, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$50000	General Fund	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader
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Strategy 2:

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

Category: English/Language Arts

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

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

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

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

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

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

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

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

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

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

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader, District EL Coordinator

Strategy 3:

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

Category: English/Language Arts

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

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

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

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

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

Tier: Tier 1

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction			08/24/2015	06/28/2019	\$3000	Title I School Improvement (ISI)	All English Language Arts Instructors, Reading Specialist, ELA Department Head
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning		Monitor	08/24/2015	06/28/2019	\$3000	Title I School Improvement (ISI)	All English Language Arts Instructors, Reading Specialist, Instructional Coach

Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for administering the NWEA Reading Assessment and analyzing data to improve overall reading instruction through ELA and other subject areas.	Evaluation			08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors, Instructional Coach, Reading Specialist

Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program		Monitor	08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	Teachers and support staff personal.

Strategy 4:

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

Category: Other - Professional Learning

Tier: Tier 1

School Improvement Plan

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in ELA.	Professional Learning	Tier 1	Implement	08/17/2015	06/28/2019	\$20000	Title II Part A	general education staff, support staff, Title and 31 staff, school leader, instructional coach
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/01/2015	06/29/2018	\$40000	Title I Part A	Instructional Coach and School Leader
Activity - ELA Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1		07/04/2016	06/28/2019	\$10000	General Fund	Management Company, Principal

Strategy 5:

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

Category: Other - Parental Involvement

Tier: Tier 1

School Improvement Plan

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Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and education parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	09/01/2015	06/28/2019	\$2000	Title I Part A	School Leader, Parent Liaison, general education staff, and support staff

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in language acquisition, reading fluency, and reading comprehension. in Reading by 06/28/2019 as measured by The eleventh grade SAT and WIDA.

Strategy 1:

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

Category: English/Language Arts

Research Cited: RtI Action Network copyright 2014

Tier: Tier 3

Activity - Training Staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/28/2019	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

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

Category:

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

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementa tion	Tier 2	Implement	08/24/2015	06/28/2019	\$100000	Title I Part A	School Leader, Instructiona l Coach, ESL Coach, Paraprofes sionals, General Education Teachers.
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Measurable Objective 3:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in the area of reading in English Language Arts by 06/28/2019 as measured by the state assessment.

(shared) Strategy 1:

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

Category: Learning Support Systems

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

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

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

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The School Administrator, April 2001.

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

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

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

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

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

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

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

School Improvement Plan

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January 2004. For a full copy of the report:

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

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

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

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

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/28/2019	\$500	Title I Schoolwide	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program	Tier 2	Implement	09/08/2015	06/28/2019	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Reading Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/28/2019	\$40000	Title I Part A	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

The Reading Specialist will collect various forms of student achievement data, as it pertains to reading instruction, and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	07/02/2015	06/28/2019	\$20000	Title I Part A	School Leader, Assistant Principal, Instructional Coach, Reading Specialists
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Activity - Extended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Direct Instruction, Curriculum Development, Implementation, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$50000	General Fund	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader

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

Measurable Objective 1:

43% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Writing by 06/29/2018 as measured by SAT/MStep state standardized assessments..

Strategy 1:

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

Category:

Tier: Tier 1

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

Cesar Chavez High School

Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl	Academic Support Program	Tier 2	Implement	08/24/2015	06/29/2018	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education.
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Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support staff will provide intensive writing interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/29/2018	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, and Math Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students to be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Academic Support Program, Monitor	Tier 1	Monitor	08/24/2015	06/29/2018	\$500	General Fund	All Teachers, Support Staff, Instructional Coach, and School Leader.

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

School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
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Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/29/2018	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/29/2018	\$20000	Title I Part A	School Leader, Data Coach

Strategy 2:

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

Category:

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

School Improvement Plan

Cesar Chavez High School

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

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

Strategy 3:

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

Category:

Tier: Tier 1

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/29/2018	\$3000	Title I School Improvement (ISI)	All General Education Teachers, All Special Education Teachers, All Support Staff, Instructional Coach and School Leader

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

Cesar Chavez High School

Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom	Professional Learning	Tier 1	Monitor	08/24/2015	06/29/2018	\$3000	Title I School Improvement (ISI)	All General Education Teachers, Special Education Teachers, all Support Staff, Instructional Coach, School Leader
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Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through Close and Critical Reading Learning Strategies.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$500	Title I School Improvement (ISI)	All English Language Arts Teachers, Instructional Coach, School Leader

Strategy 4:

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

Category:

Tier: Tier 1

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

Cesar Chavez High School

All General Education Teachers, Special Education Teachers, and Support Staff will receive various professional learning opportunities in core subjects.	Professional Learning	Tier 1	Implement	08/24/2015	06/29/2018	\$20000	Title II Part A	All General Education Teachers, Special Education Teachers, all Support Staff, Title and 31 support staff, Instructional Coach, School Leader
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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$40000	Title I Part A	Instructional Coach and School Leader

Strategy 5:

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

Category:

Tier: Tier 1

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

Cesar Chavez High School

The school will hold monthly parent meetings to inform and educate the parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/29/2018	\$2000	Title I Part A	School, Leader, Home-Community Liaison, General Education Staff, and Support Staff
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Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in language acquisition, writing fluency, and writing for comprehension in Writing by 06/29/2018 as measured by the eleventh grade MStep, SAT, and teacher created writing assessments..

Strategy 1:

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

Category: Other - English Language Learner

Tier: Tier 3

Activity - Training staff in use of online programs and applications.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Implement	08/24/2015	06/22/2018	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

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

Category: Other - ESL

Tier: Tier 2

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

Cesar Chavez High School

Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementa tion	Tier 2	Implement	08/24/2015	06/22/2018	\$100000	Title III	School Leader, Instructiona l Coach, ESL Coach, Paraprofes sionals, General Education Teachers
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Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Materials will be provided to support and enhance language acquisition.	Implementa tion	Tier 2	Implement	08/24/2015	06/22/2018	\$3000	Title III	School Leader, Instructiona l Coach, ESL Coach, Paraprofes sionals, General Education Teachers

Measurable Objective 3:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in the area of writing in Writing by 06/29/2018 as measured by MStep, SAT, and Teacher created assessments.

Strategy 1:

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

Category:

Tier: Tier 3

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

Cesar Chavez High School

Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and nay other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/22/2018	\$500	Title I School Improvement (ISI)	All Instructional Staff, Support Staff, School Leader and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses out at-risk population by assisting students that are identified through our teacher driven Rtl process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/22/2018	\$75000	Title I Part A	School Leader, Instructional Staff, Support Staff, Support Staff, Instructional Coach, and Special Education Teachers
Activity - Writing Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students writing and identify at-risk students so that writing interventions may be provided.	Academic Support Program	Tier 3	Implement	08/24/2015	06/29/2018	\$40000	Title I Part A	The School Leader, Title 1 Teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/29/2018	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/29/2018	\$20000	Title I Part A	School Leader and Data Coach

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

Measurable Objective 1:

44% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Mathematics by 06/28/2019 as measured by MME and SAT Assessments.

School Improvement Plan

Cesar Chavez High School

(shared) Strategy 1:

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

Category: Career and College Ready

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	Title I Schoolwide	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/28/2019	\$40000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/28/2019	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff

School Improvement Plan

Cesar Chavez High School

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title I Part A	School Leader, Data Coach

Strategy 2:

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

School Improvement Plan

Cesar Chavez High School

Category: Other - ESL/School Culture

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.

Strategy 3:

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

Category:

Tier: Tier 1

Activity - Lesson Modification/Close and Critical	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$3000	Title I School Improvement (ISI)	All Math Instructors, Reading Specialist, Instructional Coach

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading and problem solving strategies within the mathematics classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/28/2019	\$3000	Title I School Improvement (ISI)	All Math Instructors and Support Staff

School Improvement Plan

Cesar Chavez High School

Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a math proficiency assessment and administer it four times a year to gauge student understanding and mastery of math comprehension skills taught through learning strategies.	Evaluation	Tier 1	Implement	08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All Math Instructors, Instructional Coach, Assistant Principal

Strategy 4:

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

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Math.	Professional Learning	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist will analyze data in regards to speciality an provide feedback for staff and students that will further student achievement.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$40000	Title I Part A	Instructional Coach, Assistant Principal, School Leader

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

Cesar Chavez High School

The school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Professional Learning	Tier 1	Implement	07/04/2016	06/28/2019	\$10000	Title II Part A	principal
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Activity - School Leader and Instructional Coach Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/05/2016	06/28/2019	\$8000	Title II Part A	principal, instructional coach

Strategy 5:

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

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

School Improvement Plan

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Strategy 6:

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

Category: Career and College Ready

Tier: Tier 1

Activity - Integration of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1		07/01/2016	06/28/2019	\$0	General Fund	principal, instructional coach

Strategy 7:

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

Category: Mathematics

Tier: Tier 1

Activity - Focal Point K-12	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focal Point K-12 or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Technology, Curriculum Development, Materials	Tier 1	Implement	07/04/2017	06/28/2019	\$15000	General Fund	principal, instructional coach

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Mathematics in Mathematics by 06/29/2018 as measured by MStep, SAT, Teacher created math assessments.

Strategy 1:

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

School Improvement Plan

Cesar Chavez High School

Category: Other - English as a Second Language

Tier: Tier 3

Activity - Training staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/29/2018	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

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

Category:

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide language interventions within the mathematics classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/28/2019	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

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

Cesar Chavez High School

Materials will be provided to support and enhance language acquisition, as well as acquisition of necessary mathematical skills.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/28/2019	\$1000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
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Measurable Objective 3:

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

(shared) Strategy 1:

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

Category: Career and College Ready

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	Title I Schoolwide	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach

Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/28/2019	\$40000	Title I Part A	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education

School Improvement Plan

Cesar Chavez High School

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/28/2019	\$40000	Title I Part A	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title I Part A	School Leader, Data Coach
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Goal 5: All students at Cesar Chavez High School will become proficient in Science.

Measurable Objective 1:

18% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Science by 06/28/2019 as measured by M-STEP, MME, SAT and other standardized tests..

(shared) Strategy 1:

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

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$3428	Section 31a, Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Instructional Coach.

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

Cesar Chavez High School

Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program, Other	Tier 2	Implement	08/24/2015	06/28/2019	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
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Activity - Science Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students. This includes informational text reading interventions.	Academic Support Program, Other	Tier 3	Implement	08/24/2015	06/28/2019	\$500	Title I Schoolwide	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support Staff

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons,	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.

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

Cesar Chavez High School

General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
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Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach, Reading Specialist, and Instructional Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title I Part A	School Leader, Data Coach, Reading Specialist, Instructional Coach

Strategy 2:

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

Category:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from, focused training on, and how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/28/2019	\$15000	Title I Schoolwide	Science Instructors, Instructional Coach, Assistant Principal, Principal, support staff

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

Cesar Chavez High School

Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading and cross content strategies within the classroom.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$0	No Funding Required	All Science Instructors, Instructional Coach will monitor
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Activity - Scientific Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$0	No Funding Required	All Science Teachers, Instructional Coach, Assistant Principal

Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a science proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Direct Instruction	Tier 1	Implement	08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All Science Instructional Staff

Strategy 3:

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

Category:

Tier: Tier 1

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

Cesar Chavez High School

Teachers will incorporate instructional strategies that assist with the English Language Learners (ELL Student) within the classroom on a consistent basis. SIOB promotes active involvement of students in the learning process, including opportunities for them to explore application of high-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader
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Strategy 4:

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

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Science.	Professional Learning	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$40000	Title I Part A	Instructional Coach and School Leader

Strategy 5:

Parental Involvement - The school will provide various opportunities for parents to become more involved in the school and surrounding community by holding parent

School Improvement Plan

Cesar Chavez High School

meetings, parent activities, parent training's, and other events. The school will also keep parents informed through a variety of means such as phone calls, parent teacher conferences, letters home, online resources, etc.

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff.

Strategy 6:

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

Category: Science

Tier: Tier 1

Activity - supplemental science materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.	Materials	Tier 1	Implement	07/01/2016	06/28/2019	\$5000	Title I Part A	principal

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Science in Science by 06/28/2019 as measured by MStep, SAT, and teacher created assessments.

Strategy 1:

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

Category:

SY 2018-2019

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Tier: Tier 2

Activity - Training staff in use of online programs and applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology	Getting Ready, Academic Support Program	Tier 2	Getting Ready	08/24/2015	06/28/2019	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

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

Category:

Tier: Tier 2

Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide reading and language interventions within the science classroom as well as in small group setting and/or one-to-one.	Implementation, Academic Support Program	Tier 2	Implement	08/24/2015	06/28/2019	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

Measurable Objective 3:

10% of Students with Disabilities students will demonstrate a proficiency in Science in Science by 06/28/2019 as measured by MStep, SAT, and teacher created assessments.

(shared) Strategy 1:

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

Category:

Tier: Tier 1

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$3428	Title I Schoolwide, Section 31a	All Science Staff, including Teachers, Support Staff and Instructional Coach.
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process.	Academic Support Program, Other	Tier 2	Implement	08/24/2015	06/28/2019	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Activity - Science Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students. This includes informational text reading interventions.	Academic Support Program, Other	Tier 3	Implement	08/24/2015	06/28/2019	\$500	Title I Schoolwide	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Cesar Chavez High School

Teachers will incorporate academic vocabulary into daily lessons,	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Coach, Reading Specialist, and Instructional Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title I Part A	School Leader, Data Coach, Reading Specialist, Instructional Coach

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

Measurable Objective 1:

31% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Social Studies by 06/28/2019 as measured by the M-STEP, Michigan Merit Examination (MME), or any other state assessment.

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(shared) Strategy 1:

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

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$3400	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/28/2019	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education, Reading Specialist
Activity - Social Studies Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez High School

The Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/28/2019	\$500	Title I Schoolwide	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff
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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers

Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader

Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title I Part A	School Leader, Data Coach
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Strategy 2:

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

Category:

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/28/2019	\$3080	Title I Schoolwide	All Social Studies Instructors and support staff

Activity - Content Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program		Getting Ready	08/24/2015	06/28/2019	\$0	No Funding Required	All Social Studies Instructors

Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a social studies proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading learning strategy.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/24/2015	06/28/2019	\$0	No Funding Required	All Social Studies Instructors

Activity - Expansion of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary and utilize Language and Literacy strategies and activities to implement.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$0	Title I Part A	All Social Studies Instructors, Instructional Coach
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Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$3000	Title I School Improvement (ISI)	All Social Studies teachers

Strategy 3:

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

Category:

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	Title I School Improvement (ISI)	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.

Strategy 4:

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

Category: Other - Professional Development

Tier: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive various professional learning opportunities in Social Studies.	Professional Learning	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title II Part A	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$40000	Title II Part A	Instructional Coach and School Leader

Strategy 5:

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

Category:

Tier: Tier 1

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	Title I Part A	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

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Strategy 6:

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

Category: Social Studies

Tier: Tier 1

Activity - Field Trips/Experiential Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide field trip and experiential learning experiences for students that connect to and enhance what is being taught in the curriculum.	Field Trip	Tier 1	Getting Ready	06/30/2017	06/28/2019	\$2000	General Fund	Social Studies Staff

Measurable Objective 2:

10% of English Learners students will demonstrate a proficiency in Social Studies in Social Studies by 06/29/2018 as measured by MSTEP, SAT, and teacher created assessments.

Strategy 1:

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

Category: Learning Support Systems

Tier: Tier 2

Activity - Training staff in use of online programs and applications.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/28/2019	\$8000	Section 31a	Instructional Coach, General Staff, and Paraprofessionals

Strategy 2:

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

Category: Learning Support Systems

Tier: Tier 2

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Activity - ELL Paraprofessional Classroom Push-In and Pull-Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals provide reading and language interventions within the Social Studies classroom as well as in small group setting and/or one-to-one.	Academic Support Program, Monitor	Tier 2	Monitor	08/24/2015	06/29/2018	\$100000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

Activity - Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be provided to support and enhance language acquisition.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/29/2018	\$1000	Title III	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

Measurable Objective 3:

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

(shared) Strategy 1:

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

Category:

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$3400	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
Activity - At-Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/28/2019	\$500	Title I Schoolwide	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education, Reading Specialist
Activity - Social Studies Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/28/2019	\$500	Title I Schoolwide	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff
Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$1000	General Fund	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Activity - Collaboration Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Fund	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Activity - Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	Title I Part A	School Leader, Data Coach

Goal 7: Cesar Chavez High School will increase parent participation in parent engagement activities.

Measurable Objective 1:

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collaborate to increase parental participation in students' educational process by 06/29/2018 as measured by attendance rates of parents in all parental involvement activities.

Strategy 1:

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

Category: Other - Parental Involvement

Tier: Tier 1

Activity - Providing more educational material to parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCAHS will send frequent written materials home (in a language parents understand) involving strategies for supporting, encouraging, and assisting their learners at home in academics	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Monitor	07/01/2016	06/28/2019	\$1000	General Fund	principal, instructional staff, office staff

Activity - ESL Focus Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At monthly parent meetings, focus on strategies for parents of English Language Learners	Parent Involvement	Tier 1	Implement	08/22/2016	06/28/2019	\$1000	Title III	principal, ESL Lead, Parent Liaison

Strategy 2:

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

Category: Other - Parental Involvement

Tier: Tier 1

Activity - Community Awareness/Outreach Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various programs and activities will be implemented based on the need of the parents and community.	Parent Involvement, Community Engagement	Tier 1	Implement	08/28/2017	06/28/2019	\$7500	General Fund	Instructional Staff, Support Staff, Administration

Goal 8: All English Language Learners will increase proficiency in the English Language and all content areas.

Measurable Objective 1:

25% of English Learners students will demonstrate a proficiency in reading, listening, speaking, and writing in English Language Arts by 06/30/2018 as measured by Annual WIDA assessment.

Strategy 1:

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

Category: English/Language Arts

Tier: Tier 1

Activity - SIOP Workshops Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have a series of four onsite SIOP workshops, as well as attend any off site language and literacy professional development opportunities.	Professional Learning	Tier 1	Implement	03/25/2016	06/28/2019	\$5000	Title III	ESL lead, principal, Instructional Coach, all instructional staff

Activity - ESL Coach/ESL Lead	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Coach or ESL department chair will monitor implementation of SIOP Model and corresponding strategies within the classroom. This ESL Coach or lead will collaborate with the instructional coach and instructional staff to ensure that the SIOP model is implemented.	Professional Learning, Walkthrough, Teacher Collaboration, Curriculum Development, Implementation, Monitor	Tier 1	Implement	07/01/2016	06/28/2019	\$10000	Title III	Principal, instructional coach, ESL coach/ESL Lead

Activity - Training for ESL team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The ESL team will seek out other language and literacy professional development trainings to attend offered by MDE, RESA, BEHR, or similar provider. These trainings may include the MABE conference, Special Populations conference, or other similar events.	Professional Learning	Tier 1		06/17/2016	06/28/2019	\$10000	Title III	ESL Lead, ESL Coach, principal, instructional coach
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Activity - EDGE curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify a new curriculum to be used with English Language Learners in ESL class.	Direct Instruction, Curriculum Development, Materials, Implementation	Tier 2	Monitor	07/01/2016	06/28/2019	\$20000	General Fund	principal, ESL Lead, Instructional Coach

Strategy 2:

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

Category: Technology

Tier: Tier 1

Activity - i Lit Computer Based program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESL classroom will utilize the i Lit computer based program at a minimum of one time per week to practice language acquisition skills and reading skills.	Technology, Supplemental Materials	Tier 2	Monitor	07/03/2017	06/28/2019	\$5000	Section 31a	ESL teacher, ESL lead, principal, Instructional Coach

Activity - Supplemental Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use various types of technology and technology based applications during instruction. Technology includes but not limited to iPads, computers, tablets, smart boards, etc.	Technology, Supplemental Materials	Tier 2	Implement	07/01/2016	06/28/2019	\$10000	Title III	principal, technology coordinator, ESL teacher, ESL lead

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Strategy 3:

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

Category: Learning Support Systems

Tier: Tier 2

Activity - Summer School and After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After-School tutoring and Summer School language acquisition tutoring opportunities	Direct Instruction	Tier 2	Monitor	04/22/2016	06/28/2019	\$10000	Title III	principal

Activity - ESL Through Literacy Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring 1-4 on WIDA assessment will be enrolled in ESL classes and instructed in reading, writing, speaking, and listening	Direct Instruction	Tier 2	Monitor	09/07/2015	06/28/2019	\$75000	General Fund	principal, ESL coach/lead, instructional coach

Activity - Bilingual paraprofessional support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.	Academic Support Program	Tier 1	Monitor	09/07/2015	06/28/2019	\$100000	Title I Part A	principal

Strategy 4:

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

Category: English/Language Arts

Tier: Tier 1

Activity - Tuition Reimbursement for ESL endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide tuition reimbursement to teachers pursuing an ESL endorsement	Professional Learning, Implementation, Recruitment and Retention	Tier 1	Implement	09/07/2015	06/28/2019	\$8000	Title III	principal

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Strategy 5:

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

Category: Elective Courses

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will have opportunities for extension activities outside of the school. The Language Learners will attend field trips.	Field Trip, Community Engagement, Extra Curricular, Career Preparation /Orientation, Implementation	Tier 1	Implement	07/03/2017	06/28/2019	\$2000	General Fund	ESL Teachers, Support Staff, Administration

Measurable Objective 2:

100% of English Learners students will increase student growth in reading and math in Mathematics by 06/29/2018 as measured by the state's annual assessment.

Strategy 1:

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

Category: Career and College Ready

Research Cited: Marzano

Tier: Tier 1

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will utilize a Word Wall.	Monitor	Tier 1	Monitor	01/04/2016	06/28/2019	\$0	No Funding Required	all instructional staff, principal, instructional coach

Activity - Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use graphic organizers to illustrate vocabulary	Direct Instruction, Curriculum Development, Materials	Tier 1	Monitor	09/07/2015	06/28/2019	\$500	General Fund	principal, instructional coach
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Practice Tests	All students in AP Courses will take a Pre and Post official released AP Practice Exam during the year.	Materials, Getting Ready, Implementation, Supplemental Materials, Monitor	Tier 1	Monitor	09/06/2016	06/28/2019	\$0	AP Teachers, Instructional Coach, Assistant Principal
Usage Mastery	Teachers will be responsible for drafting a social studies proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading learning strategy.	Direct Instruction, Academic Support Program	Tier 1	Evaluate	08/24/2015	06/28/2019	\$0	All Social Studies Instructors
Word Walls	All classrooms will utilize a Word Wall.	Monitor	Tier 1	Monitor	01/04/2016	06/28/2019	\$0	all instructional staff, principal, instructional coach
Trade School Activities	Mr. Samano brings students to different trade schools through monthly field trips.	Professional Learning, Career Preparation /Orientation	Tier 1		09/06/2016	06/28/2019	\$0	Mr. Samano, additional staff volunteers
Scientific Inquiry	Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$0	All Science Teachers, Instructional Coach, Assistant Principal

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Taking AP Courses	Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science.	Direct Instruction, Getting Ready, Career Preparation /Orientation, Implementation	Tier 1	Implement	09/06/2016	06/28/2019	\$0	Brian Goodwin (Instructional Coach) and AP Teachers.
Content Reading Assessments	Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program		Getting Ready	08/24/2015	06/28/2019	\$0	All Social Studies Instructors
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading and cross content strategies within the classroom.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$0	All Science Instructors, Instructional Coach will monitor

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Training staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/29/2018	\$8000	Instructional Coach, General Staff, and Paraprofessionals
i Lit Computer Based program	The ESL classroom will utilize the i Lit computer based program at a minimum of one time per week to practice language acquisition skills and reading skills.	Technology, Supplemental Materials	Tier 2	Monitor	07/03/2017	06/28/2019	\$5000	ESL teacher, ESL lead, principal, Instructional Coach
Training staff in use of online programs and applications.	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Implement	08/24/2015	06/22/2018	\$8000	Instructional Coach, General Staff, and Paraprofessionals

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Training Staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/28/2019	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Training staff in use of online programs and applications	Beginning stages of training staff on basic knowledge and use of online technology	Getting Ready, Academic Support Program	Tier 2	Getting Ready	08/24/2015	06/28/2019	\$8000	Instructional Coach, General Staff, and Paraprofessionals
Differentiated Instruction	Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$2928	All Science Staff, including Teachers, Support Staff and Instructional Coach.
Training staff in use of online programs and applications.	Beginning stages of training staff on basic knowledge and use of online technology.	Getting Ready	Tier 2	Getting Ready	08/24/2015	06/28/2019	\$8000	Instructional Coach, General Staff, and Paraprofessionals

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Robotics Build Team	Students will work together with the help of Teacher coaches and GM Engineer Mentors to build the robot for the school's team (4680). The plans will be implemented by the students with mentor direction which will include chassing, manipulator, drive team, and electrical for the purposes of competing during district, state, and world championships.	Technology , Field Trip, Materials, Communication, Getting Ready, Evaluation, Career Preparation /Orientation , Implementation, Extra Curricular, Supplemental Materials, Other - Engineering, Monitor	Tier 1	Implement	01/02/2017	06/28/2019	\$5000	Robotics Team Coaches, Teachers (differs each year), Paraprofessionals (differs each year)
Marketing	Students will work together with the help of Teacher coaches and GM Engineer Mentors to create the marketing profile of the school's team (4680). The plans will be implemented by the students with mentor direction which will include website design, t-shirt design, social media presence, documentation of process, and actual scouting of other robotics teams during district, state, and world championships.	Technology , Field Trip, Communication, Getting Ready, Community Engagement, Extra Curricular, Career Preparation /Orientation , Policy and Process	Tier 1	Implement	01/02/2017	06/28/2019	\$5000	Robotics Team Coaches, Teachers (differs each year), paraprofessionals (differs each year)

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Interventions	Students will be monitored within their respective Science classes so that intensive Science interventions may be provided for identified at-risk students. This includes informational text reading interventions.	Academic Support Program, Other	Tier 3	Implement	08/24/2015	06/28/2019	\$500	The School Leader, Title 1, Instructional Coach, Instructional Staff and Support Staff

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Differentiated Instruction	Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction	Direct Instruction	Tier 1	Monitor	09/02/2015	06/28/2019	\$500	All ELA Staff, including Teachers, Support Staff and Instructional Coach.
At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program, Other	Tier 2	Implement	08/24/2015	06/28/2019	\$500	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Professional Development	Teachers will benefit from, focused training on, and how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/28/2019	\$15000	Science Instructors, Instructional Coach, Assistant Principal, Principal, support staff
Differentiated Instruction	Teachers will provide all students with differentiated instruction within all Science classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction, Other	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	All Science Staff, including Teachers, Support Staff and Instructional Coach.
Social Studies Interventions	The Social Studies teacher will monitor students and identify at-risk students so that intensive social studies interventions may be provided.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/28/2019	\$500	School Leader, Title 1 teacher, Instructional Coach, Instructional Staff, and Support Staff

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At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/28/2019	\$500	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education, Reading Specialist
Differentiated Instruction	Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$3400	All Social Studies Staff, including Teachers, Support Staff and Instructional Coach
Differentiated Instruction	Teachers will provide students with differentiated instruction within all Math classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	All Math Teachers, Special Education Teachers, Support Staff, and Instructional Coach
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/28/2019	\$3080	All Social Studies Instructors and support staff

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Michigan Career and Technical Institute Field Trip	Special Education students will be offered occupational and vocational training for specific disabilities.	Field Trip, Career Preparation /Orientation	Tier 2	Implement	07/01/2017	06/28/2019	\$1000	Special Education Teachers and Directors, Administrators

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Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Usage Mastery	All English Language Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through Close and Critical Reading Learning Strategies.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$500	All English Language Arts Teachers, Instructional Coach, School Leader
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction			08/24/2015	06/28/2019	\$3000	All English Language Arts Instructors, Reading Specialist, ELA Department Head
At Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program		Monitor	08/24/2015	06/28/2019	\$500	Teachers and support staff personal.
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading and problem solving strategies within the mathematics classroom.	Professional Learning	Tier 1	Monitor	08/24/2015	06/28/2019	\$3000	All Math Instructors and Support Staff

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Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom	Professional Learning	Tier 1	Monitor	08/24/2015	06/29/2018	\$3000	All General Education Teachers, Special Education Teachers, all Support Staff, Instructional Coach, School Leader
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning		Monitor	08/24/2015	06/28/2019	\$3000	All English Language Arts Instructors, Reading Specialist, Instructional Coach
Lesson Modification/Close and Critical	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$3000	All Math Instructors, Reading Specialist, Instructional Coach
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	09/01/2015	06/28/2019	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader, District EL Coordinator

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Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader.
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader
Usage Mastery	Teachers will be responsible for drafting a science proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Direct Instruction	Tier 1	Implement	08/24/2015	06/28/2019	\$500	All Science Instructional Staff
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/28/2019	\$3000	All Social Studies teachers
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learners (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of high-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$500	All Teaching Staff, All Support Staff, Instructional Coach, Special Education Teachers, School Leader

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Usage Mastery	Teachers will be responsible for administering the NWEA Reading Assessment and analyzing data to improve overall reading instruction through ELA and other subject areas.	Evaluation			08/24/2015	06/28/2019	\$500	All English Language Arts Instructors, Instructional Coach, Reading Specialist
Differentiated Instruction	Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/22/2018	\$500	All Instructional Staff, Support Staff, School Leader and Instructional Coach
Usage Mastery	Teachers will be responsible for drafting a math proficiency assessment and administer it four times a year to gauge student understanding and mastery of math comprehension skills taught through learning strategies.	Evaluation	Tier 1	Implement	08/24/2015	06/28/2019	\$500	All Math Instructors, Instructional Coach, Assistant Principal
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction	Tier 1	Monitor	08/24/2015	06/29/2018	\$3000	All General Education Teachers, All Special Education Teachers, All Support Staff, Instructional Coach and School Leader

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Graphic Organizers	Teachers will use graphic organizers to illustrate vocabulary	Direct Instruction, Curriculum Development, Materials	Tier 1	Monitor	09/07/2015	06/28/2019	\$500	principal, instructional coach

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Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader.
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Students taking AP Exams	Students enrolled in AP Calculus AB, Calc II, AP English, AP American Government, AP Human Geography, AP Physics, and AP Computer Science taking AP Exams in May 2017.	Evaluation	Tier 1	Evaluate	05/08/2017	06/28/2019	\$5000	AP Teachers, Instructional Coach, Assistant Principal
Field Trips/Experiential Learning	Staff will provide field trip and experiential learning experiences for students that connect to and enhance what is being taught in the curriculum.	Field Trip	Tier 1	Getting Ready	06/30/2017	06/28/2019	\$2000	Social Studies Staff

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Extended Learning	All staff will support at-risk students with afterschool tutoring, summer school when necessary, and credit recovery via Odyssey program.	Direct Instruction, Curriculum Development, Implementation, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$50000	General Education Teachers, Special Education Teachers, Instructional Coach, all Para-Professionals, School Leader
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Collaboration Time	General education teachers, special education teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Education Teachers, Special Education teachers, support staff, instructional coach, and school leader
Collaboration Time	General Education Teachers, Special Education Teachers, and support staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/29/2018	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader

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Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/29/2018	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Integration of Technology	To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1		07/01/2016	06/28/2019	\$0	principal, instructional coach
College Visits	The Career and College Advisor will provide opportunities for students to visit college campuses, as well provide opportunities for college representatives to visit our high school.	Career Preparation /Orientation	Tier 1	Monitor	06/28/2018	06/28/2019	\$10000	College and Career Advisor, Administration
ESL Through Literacy Class	Students scoring 1-4 on WIDA assessment will be enrolled in ESL classes and instructed in reading, writing, speaking, and listening	Direct Instruction	Tier 2	Monitor	09/07/2015	06/28/2019	\$75000	principal, ESL coach/lead, instructional coach
Field Trips	English Learners will have opportunities for extension activities outside of the school. The Language Learners will attend field trips.	Field Trip, Community Engagement, Extra Curricular, Career Preparation /Orientation, Implementation	Tier 1	Implement	07/03/2017	06/28/2019	\$2000	ESL Teachers, Support Staff, Administration

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Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons,	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$1000	Instructional Coach, General Education teachers, Support Staff, School Leader, Special Education Teachers.
Collaboration Time	General Education teachers, Special Education teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Education Teachers, Special Education Teachers, Support Staff, Instructional Coach, and School Leader
Club Cultural Learning Upon Experience (CLUE)	Students will engage multiple cultures through field trips.	Field Trip, Community Engagement, Extra Curricular	Tier 1	Implement	09/13/2016	06/28/2019	\$500	Mrs. Sanchez
ELA Coach	An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1		07/04/2016	06/28/2019	\$10000	Management Company, Principal

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Portfolio Creation	The teacher will provide examples, edit student work, conduct student interviews, and connect real world applications to the classroom. This will prepare students for professionalism and matriculation process.	Teacher Collaboration, Technology, Materials, Communication, Getting Ready, Evaluation, Community Engagement, Extra Curricular, Career Preparation /Orientation, Implementation, Academic Support Program	Tier 1	Monitor	09/08/2015	06/28/2019	\$1000	ELA Teachers and support staff
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers
Focal Point K-12	Focal Point K-12 or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Technology, Curriculum Development, Materials	Tier 1	Implement	07/04/2017	06/28/2019	\$15000	principal, instructional coach

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Community Awareness/Outreach Programs	Various programs and activities will be implemented based on the need of the parents and community.	Parent Involvement, Community Engagement	Tier 1	Implement	08/28/2017	06/28/2019	\$7500	Instructional Staff, Support Staff, Administration
Differentiated Instruction	Teachers will provide students with differentiated instruction within all classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students to be successful. In addition, the use of small groups and/or one-to-one individualized instruction.	Academic Support Program, Monitor	Tier 1	Monitor	08/24/2015	06/29/2018	\$500	All Teachers, Support Staff, Instructional Coach, and School Leader.
Academic Vocabulary	Teachers will incorporate academic vocabulary into daily lessons across all content areas.	Direct Instruction, Curriculum Development, Academic Support Program	Tier 1		08/24/2015	06/28/2019	\$1000	Instructional Coach, General Education Teachers, Support Staff, School Leader, Special Education Teachers.
EDGE curriculum	Identify a new curriculum to be used with English Language Learners in ESL class.	Direct Instruction, Curriculum Development, Materials, Implementation	Tier 2	Monitor	07/01/2016	06/28/2019	\$20000	principal, ESL Lead, Instructional Coach
Collaboration Time	General Education Teachers, Special Education Teachers, and Support Staff will collaborate to modify and accommodate direct instruction pertaining to grade level curriculum to meet the needs of the special education students.	Teacher Collaboration, Academic Support Program	Tier 3	Implement	08/24/2015	06/28/2019	\$0	General Education Teachers, Social Education Teachers, Support Staff, Instructional Coach, and School Leader

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Sports	Students will engage in after school athletic MHSAA sports: Wrestling, Soccer, Basketball, Volley Ball, Football, Cross Country, and Cheerleading.	Field Trip, Community Engagement, Extra Curricular, Recruitment and Retention	Tier 1		09/06/2016	06/28/2019	\$15000	Jerrold Jackson (Athletic Director) and Coaches.
Providing more educational material to parents	CCAHS will send frequent written materials home (in a language parents understand) involving strategies for supporting, encouraging, and assisting their learners at home in academics	Parent Involvement, Community Engagement, Academic Support Program	Tier 1	Monitor	07/01/2016	06/28/2019	\$1000	principal, instructional staff, office staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Leader and Instructional Coach Professional Learning	The school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/05/2016	06/28/2019	\$8000	principal, instructional coach
Professional Development	Teachers will receive various professional learning opportunities in Science.	Professional Learning	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

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School Improvement Coach	The school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Professional Learning	Tier 1	Implement	07/04/2016	06/28/2019	\$10000	principal
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$40000	Instructional Coach and School Leader
Professional Development	Teachers will receive various professional learning opportunities in Math.	Professional Learning	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach
Professional Development	Teachers will receive various professional learning opportunities in Social Studies.	Professional Learning	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	General Education Staff, Support Staff, Title and 31 staff, School Leader, Instructional Coach

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Professional Development	Teachers will receive various professional learning opportunities in ELA.	Professional Learning	Tier 1	Implement	08/17/2015	06/28/2019	\$20000	general education staff, support staff, Title and 31 staff, school leader, instructional coach
Professional Development	All General Education Teachers, Special Education Teachers, and Support Staff will receive various professional learning opportunities in core subjects.	Professional Learning	Tier 1	Implement	08/24/2015	06/29/2018	\$20000	All General Education Teachers, Special Education Teachers, all Support Staff, Title and 31 support staff, Instructional Coach, School Leader

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	07/01/2015	06/29/2018	\$40000	Instructional Coach and School Leader
At-Risk Support Staff	Department specific support staff members that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/28/2019	\$40000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education

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Reading Specialist	The Reading Specialist will analyze data in regards to speciality an provide feedback for staff and students that will further student achievement.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$40000	Instructional Coach, Assistant Principal, School Leader
supplemental science materials	Purchase science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science classes offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards.	Materials	Tier 1	Implement	07/01/2016	06/28/2019	\$5000	principal
Writing Interventions	Support staff will provide intensive writing interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/29/2018	\$40000	School Leader, Title 1 Math Teacher, Instructional Coach, and Math Support Staff
Parent Meetings	The school will hold monthly parent meetings to inform and education parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	09/01/2015	06/28/2019	\$2000	School Leader, Parent Liaison, general education staff, and support staff
Data Coach	The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/29/2018	\$20000	School Leader, Data Coach
Data Coach	The data coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	School Leader, Data Coach

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At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI	Academic Support Program	Tier 2	Implement	08/24/2015	06/29/2018	\$75000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education.
Reading Interventions	The Read 180 class is monitored by a Reading Specialist that also provides intensive reading interventions to identified at-risk students.	Academic Support Program	Tier 3	Monitor	09/08/2015	06/28/2019	\$40000	The School Leader, Title 1 Reading Teacher, Instructional Coach, Instructional Staff, and Support Staff
Data Coach	The Data Coach, Reading Specialist, and Instructional Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	School Leader, Data Coach, Reading Specialist, Instructional Coach
Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff.
Data Coach	The Data Coach will collect various forms of student achievement data and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/29/2018	\$20000	School Leader and Data Coach

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At-Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven Rtl process	Academic Support Program	Tier 2	Implement	09/08/2015	06/28/2019	\$75000	School Leader, Instructional Staff, Support Staff, Instructional Coach, and Special Education
Bilingual paraprofessional support	Bilingual paraprofessionals will assist students' learning by providing scaffolding supports to learning in the classroom.	Academic Support Program	Tier 1	Monitor	09/07/2015	06/28/2019	\$100000	principal
Writing Interventions	Teachers will monitor students writing and identify at-risk students so that writing interventions may be provided.	Academic Support Program	Tier 3	Implement	08/24/2015	06/29/2018	\$40000	The School Leader, Title 1 Teacher, Instructional Coach, Instructional Staff, and Support Staff
Expansion of Academic Vocabulary	All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary and utilize Language and Literacy strategies and activities to implement.	Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$0	All Social Studies Instructors, Instructional Coach
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2015	06/29/2018	\$40000	Instructional Coach and School Leader
Data Coach	The data coach will collect various forms of student achievement data and discuss with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/24/2015	06/28/2019	\$20000	School Leader, Data Coach

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At-Risk Support Staff	Department specific support staff member that addresses out at-risk population by assisting students that are identified through our teacher driven RtI process.	Academic Support Program	Tier 2	Implement	08/24/2015	06/22/2018	\$75000	School Leader, Instructional Staff, Support Staff, Support Staff, Instructional Coach, and Special Education Teachers
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/28/2019	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers.
Reading Specialist	The Reading Specialist will collect various forms of student achievement data, as it pertains to reading instruction, and discuss data with instructional staff to drive instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	07/02/2015	06/28/2019	\$20000	School Leader, Assistant Principal, Instructional Coach, Reading Specialists
Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff

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Parent Meetings	The school will hold monthly parent meetings to inform and educate parents on the school's curriculum, activities surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/28/2019	\$2000	School Leader, Home-Community Liaison, General Education Staff, and Support Staff
Math Interventions	The math department will monitor identified at-risk students and provide additional support by means of remedial classes, online and/or software programs for math interventions.	Academic Support Program	Tier 3	Monitor	08/24/2015	06/28/2019	\$40000	School Leader, Title 1 Math Teacher, Instructional Coach, Instructional Staff, and Support Staff
Instructional Coach	The Instructional Coach provides ongoing job embedded professional learning through observation of lessons, lesson plan feedback, and promoting teacher collaboration and dialogue pertaining to instruction.	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/24/2015	06/28/2019	\$40000	Instructional Coach and School Leader
Parent Meetings	The school will hold monthly parent meetings to inform and educate the parents on the school's curriculum, activities, surrounding community, and other factors affecting their student's education.	Parent Involvement	Tier 1	Implement	08/24/2015	06/29/2018	\$2000	School, Leader, Home-Community Liaison, General Education Staff, and Support Staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School and After School Tutoring	After-School tutoring and Summer School language acquisition tutoring opportunities	Direct Instruction	Tier 2	Monitor	04/22/2016	06/28/2019	\$10000	principal

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Supplemental Technology Resources	Use various types of technology and technology based applications during instruction. Technology includes but not limited to iPads, computers, tablets, smart boards, etc.	Technology, Supplemental Materials	Tier 2	Implement	07/01/2016	06/28/2019	\$10000	principal, technology coordinator, ESL teacher, ESL lead
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide language interventions within the mathematics classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/28/2019	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
Tuition Reimbursement for ESL endorsement	Provide tuition reimbursement to teachers pursuing an ESL endorsement	Professional Learning, Implementation, Recruitment and Retention	Tier 1	Implement	09/07/2015	06/28/2019	\$8000	principal
Materials	Materials will be provided to support and enhance language acquisition, as well as acquisition of necessary mathematical skills.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/28/2019	\$1000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the general education classroom as well as in small group setting and/or one-to-one.	Implementation	Tier 2	Implement	08/24/2015	06/22/2018	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers

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ELL Paraprofessional Classroom Push-In and Pull-Out	Paraprofessionals provide reading and language interventions within the Social Studies classroom as well as in small group setting and/or one-to-one.	Academic Support Program, Monitor	Tier 2	Monitor	08/24/2015	06/29/2018	\$100000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
SLOP Workshops Professional Development	We will have a series of four onsite SLOP workshops, as well as attend any off site language and literacy professional development opportunities.	Professional Learning	Tier 1	Implement	03/25/2016	06/28/2019	\$5000	ESL lead, principal, Instructional Coach, all instructional staff
Materials	Materials will be provided to support and enhance language acquisition.	Materials, Academic Support Program	Tier 2	Monitor	08/24/2015	06/29/2018	\$1000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
Training for ESL team	The ESL team will seek out other language and literacy professional development trainings to attend offered by MDE, RESA, BEHR, or similar provider. These trainings may include the MABE conference, Special Populations conference, or other similar events.	Professional Learning	Tier 1		06/17/2016	06/28/2019	\$10000	ESL Lead, ESL Coach, principal, instructional coach
Materials	Materials will be provided to support and enhance language acquisition.	Implementation	Tier 2	Implement	08/24/2015	06/22/2018	\$3000	School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers
ESL Focus Meetings	At monthly parent meetings, focus on strategies for parents of English Language Learners	Parent Involvement	Tier 1	Implement	08/22/2016	06/28/2019	\$1000	principal, ESL Lead, Parent Liaison

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<p>ELL Paraprofessional Classroom Push-In and Pull-Out</p>	<p>Paraprofessionals provide reading and language interventions within the science classroom as well as in small group setting and/or one-to-one.</p>	<p>Implementation, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/24/2015</p>	<p>06/28/2019</p>	<p>\$100000</p>	<p>School Leader, Instructional Coach, ESL Coach, Paraprofessionals, General Education Teachers</p>
<p>ESL Coach/ESL Lead</p>	<p>ESL Coach or ESL department chair will monitor implementation of SIOP Model and corresponding strategies within the classroom. This ESL Coach or lead will collaborate with the instructional coach and instructional staff to ensure that the SIOP model is implemented.</p>	<p>Professional Learning, Walkthrough, Teacher Collaboration, Curriculum Development, Implementation, Monitor</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2016</p>	<p>06/28/2019</p>	<p>\$10000</p>	<p>Principal, instructional coach, ESL coach/ESL Lead</p>