School Improvement Plan

Cesar Chavez Academy Elementary East

Cesar Chavez Academy

Ms. Adasina Philyaw
4130 Maxwell St
Detroit, MI 48214-1109

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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.

Executive Summary

Introduction

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

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

Description of the School

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

CCA East is in the heart of Detroit's eastside where many impoverished students dwell in rental properties, with extended family members, shelters and frequently change addresses within the neighboring zip codes. 2015-16 is our third school year and families are becoming more aware of our occupancy in this historic building. Our social worker and parent liaison have increased the amount of partnerships in the community which provide food, tutoring and other resources . Our small staff of 15 reside through out the Detroit Metropolitan on the west and side of Detroit, Southfield, Dearborn, Pontiac and St. Clair Shores, etc. The instructional and ancillary staff, both alike, cater to the whole child and daily discuss and address the concerns of our population where a large percentage of them are being raised in single parent homes or with maternal grandparents. We have found that more challenges exist at this time within the realm of educating our students. The character education is just as fundamental with our children while we try to eliminate the 'learned helplessness" and lack of motivation that is prevalent with our families and children. There is a huge disparity between the 'have' and the 'have nots' as we can look out our classroom windows and witness the plight and destruction within a once thriving community that is a block away from the prominent and prestigious Indian Village where the children attend the historic Waldorf private school. As the administration team along with the staff has shared the deplorable conditions with colleagues, family members and organizations, the outpour of donations have been enormous to address the above mentioned obstacles.

School's Purpose

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

The mission of César Chávez Academy is to provide an atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respect in an inclusive environment. Our vision at César Chavez Academy is for all our students to be college and career ready so they are positive and productive members in a global society. We strive to "Ignite.Excite.Educate.Excel". As we create a positive reputation in the community, we communicate with the stakeholders that we possess a high level of performance and respect from everyone, including staff, students, parents, community, etc. Through the school improvement process, we selected PBIS, RTI, Marzano's research and other research based programs and best practices to move our students along with increasing and establishing behavioral expectations, celebrating successes, scheduling protecting learning time for interventions and designing a sequence of instruction to narrow gaps in learning and teaching. This past year we planned for "No Worksheet Wednesday" to help with timely interventions and engagement.

Notable Achievements and Areas of Improvement

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

As we are nearing the conclusion of the third, we can look back on the last two years and highlight the improvement in our students' attitudes toward learning, parents communication increasing about the needs of their children and the significant growth in the skill set of the staff. We have gone from initial shock (due to the issues surrounding poverty) to embracing each moment and plan to adjust our operations to tend to the needs of children, who are our first priority! In the next three years, we are planning, rescheduling, evaluating and monitoring many programs to increase student academic and behavioral progress. Our two apparent hurdles were enrollment and keeping a close pulse on the readiness level of students so we can strategically plan for immediate services (support and instructional). We enrolled 65 student, but lost just as many due to families moving, students matriculating to the six grade and parents were selecting schools that had a population of K-8 unlike our K-5 building. We will expand this year to 6th grade which will help retain families.

Additional Information

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

Despite the fact that we are small, we are mighty and are doing beautiful work in a depressing area that has been forgotten about. Everyday is a new day that shines on the advancement of children and we celebrate that!

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Engaging a variety of stakeholders has been an obstacle for last three years with our parents in terms in increasing their presence in the school building, parent meetings and parent teacher conferences. Our demographic of parents choose to call with questions and refrain from coming into the school to meet with the teachers. There are a handful of parents, anywhere from 6 to 10 that attend any parent meetings that ask for input in all aspects of our educational program. We not only invite them to attend meetings that focus on community resources but we have them participate in online programs that we have that assist students academically. We have yet to have a parent to volunteer their time to sit in on a committee or SIP meeting. The challenge is that exists, consist of parents being comfortable in the learning environment due to their own negative views of school. We connect with them through surveys with incentives to get the responses back in a timely manner. When we have IEP meetings, parents do attend with the expectation that their child will receive extra assistance in school and make receive some monetary compensation from the state. We remain focused on our vision and mission and attempt to ask parents to increase their levels of participation through donating items for concerts, chaperoning on field trips and four parent teacher conferences throughout the year.

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

Our students, staff, both instructional and support/ancillary staff along with parental input help with the development of the improvement plan. Our parent liaison has employed surveys to gather information needed in the improvement process of CCA East. Perception and academic data have been tools to make necessary revisions and additions to the school improvement plan. There are multiple invites to meetings, such as PD, staff, RTI and school improvement meetings to all stakeholders. The expectation of the staff is to attend all meetings that are documented and recorded and committees have been formed to advance the achievement (of students) in the school and promote a good reputation in the community. Students are surveyed numerous times a year to ensure they are satisfied as well with our school.

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

The SIP was constructed with CCA East staff along with perception data collected from parents and students. The items in the plan are frequently discussed in staff meetings, committee meetings and professional development sessions. Parents and families receive communications from teachers, support staff and administration on how the plan is being executed, monitored and evaluated through newsletters and monthly meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

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

There has been an increase in absentism and tardies. As the enrollment increases, the more occurences of tardies and absences increase. Many of our students are considered homeless and have a multitude of issues that impact their learning or lack of learning. Also, students arrive with significantly low academic performance and scores. Administration has noticed that there is a negative trend of students who arrive to us with great deficiencies, with parents requesting that their children are tested for special education services. Students come without the necessary foundational skills to grasp and master the concepts in both reading and math which make the transition to a new school even more difficult. The data shows that most of our students who have behavioral concerns and issues struggle with social and academic expectations.

Student Demographic Data

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

As mentioned above, we have families that have been misplaced, homeless and have a lot of home concerns/transportation issues that causes them to miss school on a frequent basis.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The three year trend shows referrals and suspensions have increased with the increase in enrollment. A couple of our students that are written up on a regular basis also participate in counseling and experience trauma which makes it difficult for them to learn. Our social worker works with other mental health agencies to ensure that students are assessed and treated with necessary counseling or medication to help them learn. The trend has definitely increased but there are plans in place to help decrease the amount of referrals and expulsions.

Student Demographic Data

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

The district is exploring the possibility of hiring a Truancy Officer and review expectations in parent handbooks for tardies and absentism. Also, there is a need for more community agencies to assist our families with everyday needs which they struggle with.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

At this time, the teachers with greater number of years have shown that they have a greater skill set which produces higher scores. The administrative team has been here since the inception of CCA East and stay involved in the teaching and learning process. Both the leader and the coach have taught in urban education for more then ten years and provide latest research and tools/supplies. Also, the administrative team used best practices while teaching which results in high test scores. Both are trained on what to look for and how to strengthen weaknesses in our educational program.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We have the same number of newer teachers that we have seasoned teachers and what we have discovered that newer teachers are quite unsure and have euphoric ideas about teaching and have a difficult time with time management and covering all the material. In addition, newer teachers are battling the feeling of being overwhelmed and juggling, in contrast, the teachers with 6 + have mastered quality teaching and using data.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The number of absences were all related to PD sessions offered from the management company and the authorizer and were twice a month. During these times, the instructional coach monitored instruction and teacher and student needs were met and addressed. The absences were at a minimum and had no negative impact on student progress.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences were also few but when teachers were absent, optimal learning and teaching weren't present as it would be if the teacher was in attendance that day. Many of the absences were due to professional learning and professional developments at Wayne RESA and other entities such as BER and SDE.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We are working on having more sub plans that are aligned to what the teacher is teaching at that time and subs that are familiar with our building expectations in regard to teaching and learning. There aren't any outstanding issues at this time that need to be addressed besides for teacher preparation for planned and unplanned absences.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Using Results for Continuous Improvement, Governance and Leadership and Resources and Support Systems are the strongest standatds.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Purpose and Direction is the weakest strand which is a challenges due to the stakeholders aspect where we need to strengthen the role of ALL stakeholders in the school improvement process continuously.

12. How might these challenges impact student achievement?

The processes are there for Strand I and it is does well within the school and the stakeholders consists of students, teachers and parents which have helped increase growth tremendously. However, the community and board members are often absent in the process of the improvement process and hear about operations after the results are available. These can be challenging in terms of student achievement when opportunities are missed for extended learning opportunities and more support that can be provided from the community agencies and board members.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We believe that we need to strengthen that community/parent involvement piece in the SIP and invite more community partners and board members as well to the meetings to inform them on the initiatives and activities that are incorporated in the daily operations at EAST.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

These sources provide the SWD with a multitude of services that assist them in meeting their IEP goals. Within the RTI/MTSS intervention program students receive additional assistance from paraprofessionals and our social worker. IDEA funds also supplement the salary of the special education teacher and allow us to purchase items that help students reach their IEP goals. Title I and II give the students an opportunity to work closely with the paraprofessionals in all subject areas including special teachers. Due to our inclusion model, SWD receive all the services that our gen education do plus an extra layer of push in and pull out support with the special education teacher.

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

Response to Intervention/MTSS is a program for grades K-6 where students have an hour to work on reading weaknesses and thirty minutes for math interventions. Monthly field trips are planned and in house activities are planned for Career Day, Reading Month Activities, No Worksheet Wednesdays, etc.

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

We have a process planned to identify students for RTI services (using data such as NWEA, DRA, classwork, etc.) and how to group them accordingly to receive the interventions that they need. Parents are a part of the interviewing process, which is mandatory in order for the students to receive the best RTI action plan possible. Parents are invited to meetings to discuss their child progress or lack of progress and what action steps are next to meet their RTI goals.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The evidence is the mapping and pacing guides that have been reviewed and monitored by our management company, administration and instructional coach. Also, the lesson plans are viewed and critiqued on a weekly basis and given back to the teachers with feedback for all grades, K-6. After the planning, walkthroughs happen weekly to monitor instruction and PLCs are completed on various assessments to make sure standards are being taught with fidelity and students are mastering the content.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

n/a

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Reading Strengths:

For the 2015-16 school year, one of our Reading data points to demonstrate academic growth is Scantron; which is taken three times throughout the year. Overall, school-wide from the Fall 2015-Winter 2016, 36% scored below grade level, 37% scored low grade level, 19% scored high grade level and 8% scored above grade level; which means 36% of students were not scoring on grade level and 64% scored on (low/high) or above grade level.

From Fall to Winter 2016, 40% scored below grade level, 33% scored low grade level, 24% scored high grade level and 3% scored above grade level; which means 40% of our students are not scoring on grade level and 60% scored on (low/high)or above grade level.

From Fall to Spring, the students that scored high grade level increased by 5%, students that scored low grade level decreased by 4% and students that scored below grade level decreased by 4%.

Throughout the school year we do not only focus on classroom academic growth as a whole, but individual student growth. Scantron assigns a growth target for the Spring score for each student based on their Fall testing score. With that, 57% of our students met their growth target. For Reading Scantron, we compare SIP scores, which represents the percentage of test questions that students would be expected to answer correctly, if they were to see the entire item pool for the grade and topic area. With that, below are the increases from Fall to Spring for each grade level: Kindergarten had a combined increase of 55%, first grade had an increase of 18%, second grade had an increase of 21%, third grade had an increase of 29%, fourth grade had an increase of 13% and fifth grade had an increase of 8%. Our highest SIP %'s school-wide was Phonics for Kindergarten and first grade and Vocabulary for second through fifth grades.

Another data point we analyze as a growth measure from Fall to Spring is our DRA (Developmental Reading Assessment), which scores a students' independent reading level focusing on fluency, accuracy and comprehension of fiction and non-fiction text. Our school-wide data reflects the following: in the Fall of 2015, 4% of students were reading above grade level, 19% of students were reading at grade level and 77% of students were reading below grade level. In the Spring of 2016, 19% of students are reading above grade level, 19% of students are reading at grade level and 62% of our students are reading below grade level. From Fall to Spring, students that were reading below grade level decreased by 15%; with that, 55% of students made at least one full academic year's growth from Fall to Spring; even though they may not be reading at grade level, they have increased their reading level within the academic school year.

Another data point that we compare to Scantron is our MLPP (Michigan Literacy Progress Profile) for Kindergarten and 1st grade. For Spring 2016, 96% of our Kindergarten were able to identify and name upper and lowercase letters and 93% were able to identify and match the sound to the letter.

Our last data point for Reading is the 2015 Spring MSTEP assessment. In the Spring, 34% of our students scored in the proficient levels; 50% of our third graders scored proficiently.

19b. Reading- Challenges

Reading Challenges:

Even though 55% of our students made a full academic year's growth in reading levels based on DRA from Fall to Spring, we still have 62% of students not reading on grade level.

Another Reading challenge is that we still have 73% of our students scoring in the below and low average levels on Scantron. Our lowest SIP %'s school-wide was Vocabulary for Kindergarten, Text Comprehension for first grade and Non-Fiction for second through fifth grades.

19c. Reading- Trends

Reading Trends:

For grades Kindergarten and first the trends in the Reading data stem from foundational skills and text comprehension. Our Scantron and MLPP data are quite comparable in phonics. For grades second through fifth the data shows that as text complexity increases, student comprehension decreases; which compares to our Scantron data that these grade level students scored the lowest in Non-Fiction text. This data proves that for our lower grade levels we need to focus on word work and comprehension and for the upper grade levels we need to focus on integrating more non-fiction text into our reading block to allow informational standards to be explicitly taught in another content area.

Another trend in the data was that DRA levels and Scantron reading scores were quite comparable to one another. For Scantron in the Spring, we had 73% score below or low grade level and with our DRA data we had 62% of our students reading below grade level.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Reading Summary:

For Reading we have had minor successes from Fall to Spring, but we are confident that these challenges will continue to be addressed with professional development opportunities focusing on building stamina, providing rigor with lesson sequence and instruction and strategies to increase fluency and comprehension for students in both fiction and non-fiction text. Based on the data, our Reading block will allow for more implementation of non-fiction text to ensure the upper grade levels are being exposed to informational text standards on a consistent basis not only in Reading, but in Science and Social Studies.

This school year we focused on being data driven and used such data to form reading groups at independent levels where students were given interventions with other students at their levels to ensure those skills that were low on Scantron and DRA were addressed and practiced during intervention times (RTI).

For the next school year, we want to focus on using more of a variety of resources provided with fidelity to ensure academic growth in all grade levels.

As a district we plan to transition from Scantron to NWEA for our benchmark testing in Reading. This new test will offer more detailed reports and immediate data provided for teachers, students and parents.

20a. Writing- Strengths

Writing Strengths:

Our school administers a writing benchmark three times a year to track growth and/or progress of our students' writing abilities. The teachers are provided with a prompt and rubric to hold students accountable for their own learning as well as to know what the expectation is for a higher score or ranking on the prompt. Our scoring is as follows, Mastery means students score within the 90-100%, Progressing means students score within 70-89% and Unsatisfactory means students score within 0-69%.

In the Fall 2015, 0% of students ranked Mastery, 7% of students ranked Progressing and 93% of students ranked Unsatisfactory; which concludes that 7% of our students were writing at grade level and 93% of our students were not writing at grade level.

In the Spring 2016, 26% of students ranked Mastery, 33% of students ranked Progressing and 41% of students ranked Unsatisfactory; which concludes that 59% of our students are writing at grade level and 41% are not writing at grade level.

From Fall to Spring, we were able to decrease our Unsatisfactory scores by 52% and increase our Mastery/progressing scores by 51%. We had the greatest gains in Kindergarten from Fall to Spring with only 10% being able to write a complete sentence in the Fall to 55% being able to write a complete sentence in the Spring.

20b. Writing- Challenges

Writing Challenges:

Even though we decreased our Unsatisfactory scores by 52% within the academic year, there are still 41% of students that are not writing at grade level. Through classroom observations and assessments we have concluded that many of our students lack basic foundational skills

in writing, such as sentence structure, which is a required skill in order to perform at Mastery levels.

For Writing, we follow the sequence of instruction in Curriculum Crafter as a resource for teaching writing. We do not have one "particular" program that teachers follow; however, a writing component is integrated into Reading and Math resources that our teachers use for instruction as well as writing across the curriculum.

20c. Writing- Trends

Writing Trends:

For grades Kindergarten through second the trends in Writing tend to focus on sentence structure and staying on topic to start preparing them for more lengthy writing assignments. For grades third through fifth the data shows that many students struggle with voice and narrative focus (organization); which compares to the reading data where students that are reading below grade level scored low in writing as well.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Writing Summary:

For Writing, we were able to decrease our numbers of students that were not writing at grade level by 52% from Fall to Spring; however, 41% of students still remain to struggle in writing. These challenges will be addressed through professional development that focuses on strategies to integrate writing across the curriculum and a writers' workshop approach to ensure students are being assisted in the process of writing. We plan to initiate school-wide that teachers are expected to use writing rubrics to demonstrate exemplar work and to show how the students can receive the maximum number of points. Another initiative that we will implement is for all teachers to continue to follow the lesson sequence of instruction, but to implement at the beginning of every lesson a Daily Oral Language starter to address the misunderstandings at the beginning and to strengthen student knowledge of basic sentence structure, language and the revision/editing process.

21a. Math- Strengths

For the 2015-16 school year, our Math data point to demonstrate academic growth is Scantron; which is taken three times throughout the year. Overall, grades second through fifth (Kindergarten and 1st Grade do not have performance ratings in Math) from the Fall 2015-Winter 2016, 38% scored below grade level, 42% scored low grade level, 14% scored high grade level and 6% scored above grade level; which means 38% of students were not scoring on grade level and 62% scored on (low/high) or above grade level.

From Fall to Winter 2016, 40% scored below grade level, 40% scored low grade level, 12% scored high grade level and 8% scored above grade level; which means 40% of our students are not scoring on grade level and 60% scored on (low/high)or above grade level.

From Fall to Spring, the students that scored above grade level increased by 2%, students that scored low grade level decreased by 2%. Throughout the school year we do not only focus on classroom academic growth as a whole, but individual student growth. Scantron assigns a growth target for the Spring score for each student based on their Fall testing score. With that, 46% of our students met their growth target. For Math Scantron, we compare SIP scores, which represents the percentage of test questions that students would be expected to answer correctly, if they were to see the entire item pool for the grade and topic area. With that, below are the increases from Fall to Spring for each grade level: Kindergarten had a combined increase of 39%, first grade had an increase of 13%, second grade had an increase of 23%, third grade had an increase of 19%, fourth grade had an increase of 13% and fifth grade had an increase of 4%. Our highest SIP %'s school-wide was Geometry.

21b. Math- Challenges

Math Challenges:

Even though many of our students are scoring below grade level on Scantron grade level questions, overall 46% of our students met their proficiency target for Spring.

Through classroom observations and classroom assessments, student scores prove that many of them enter their grade level lacking the basic math skills needed in order to build upon the new content. Many teachers felt that they were spending a sufficient amount of time reviewing the previous grade levels skills and concepts in order to increase student understanding in the new content. With this information, teachers rearranged yearly maps and pacing guides to ensure time was built in to review as well as teach the new concepts.

21c. Math- Trends

Math Trends:

For grades Kindergarten through second grade the trends in Math stem from number sense and basic math facts. For grades third through fifth the data shows that the trend stems from misunderstandings in algebra and building the foundation for multiplication and division facts. Our lowest SIP % in Math grades second through fifth were Data Analysis and Probability; for the next school year we expect the teachers to

review this unit throughout the year rather than waiting until the end of year.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Math Summary:

For Math we have had minor successes from Fall to Spring and this seems to be the trend district-wide. We are well aware of the deficiencies in both the students and resources that are being utilized, which has prompted us to reevaluate our implementation of more hands-on manipulatives, a daily Math review embedded into the lesson sequence of instruction and a schedule that allows for intervention time for students that lack the basic skills in Math. We intend to include professional development to ensure our staff is receiving the tools and techniques they need in order to see immediate results with their students. Our focus will be in providing rigor within the lesson and various ways to aid in the increase of building number sense and real life connections with the content.

22a. Science- Strengths

Science Strengths:

Our Science baseline pre-test is used to determine what students already know about the various Science processes and concepts that have been previously taught in their curriculum. We use the online program, Study Island and utilize this information for third through fifth grades. After the students have taken the pre-test, they are expected to take the various quizzes within each discipline on Study Island as a tool for teachers to track academic growth or lack thereof. For the pre-test we expect the percentages to be lower due to the students not being exposed to the entire grade level content at that time of year. Teachers use classroom post-tests as a progress monitoring tool and if proficiency has not reached our target of 75-80%, then a re-teaching strategy is implemented into the Reading block to ensure the students receive the information in a different forum.

22b. Science- Challenges

Science Challenges:

Even though we rely on Study Island and classroom assessments to track academic progress, many students perform below grade level in Science. One data point that we analyzed for Science was the 2015-Spring M-STEP assessment and sadly, 0% of our students scored proficiently. Another challenge is that it is difficult for our students to comprehend the informational text; this is one of our Reading

challenges as well. Students lack the background knowledge and real life connection to the content.

22c. Science- Trends

Science Trends:
In data meetings, teachers show comparable assessments and reports that prove our students continue to score in the below grade level range. Another trend is teachers shared they had to build in the background knowledge through the use of technology and field trips to provide students with some knowledge about the concepts they are struggling with in Science.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Science Summary:
As a school, we know we need to focus on teaching Science with more of a hands-on, inquiry-based approach so students are able to apply what they have learned within the unit. Our challenges will be addressed by monitoring the informational text to narrative text ratio during our Reading block to provide students with the opportunity to demonstrate their understanding of the content in multiple ways. Teachers will be expected to use graphic organizers so students are able to track key details and an increased comprehension level. Another strategy is to continue to use technology and field trips to show real life so students are able to gain a better understanding prior to explicitly learning the content. Within our Science pacing guides K-5th, the expectation is to teach, model and enrich students in the Scientific Process to ensure students have a clear understanding before learning about the various disciplines in Science as well as to begin "thinking like a Scientist."

23a. Social Studies- Strengths

Social Studies Strengths:
Our Social Studies baseline pre-test is used to determine what students already know about the various Social Studies concepts that have been previously taught in their curriculum. We use the online program, Study Island and utilize this information for third through fifth grades. After the students have taken the pre-test, they are expected to take the various quizzes within each category on Study Island as a tool for teachers to track academic growth or lack thereof. For the pre-test we expect the percentages to be lower due to the students not being exposed to the entire grade level content at that time of year. Teachers use classroom post-tests as a progress-monitoring tool and if proficiency has not reached our target of 75-80%, then a re-teaching strategy is implemented into the Reading block to ensure the students receive the information in a different forum.
One data point that we analyzed for Social Studies was the 2015-Spring M-STEP assessment and 17% of our fifth grade students scored in the proficient levels.

23b. Social Studies- Challenges

Social Studies Challenges:
Even though we rely on Study Island and classroom assessments to track academic progress, many students perform below grade level in Social Studies due to the lack of real-life connection and the text complexity. As the text increases with complexity, the comprehension levels decrease and students struggle to understand the concepts.

23c. Social Studies- Trends

Social Studies Trends:
In data meetings, teachers show comparable assessments and reports that prove our students continue to score in the below grade level range. Another trend is teachers shared they had to build in the background knowledge through the use of technology and field trips to provide students with some knowledge about the concepts they are struggling with in Social Studies.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Social Studies Summary:
As a school, we know we need to focus on teaching Social Studies with more of a hands-on and guided approach so students are able to apply what they have learned within the unit. Our challenges will be addressed by monitoring the informational text to narrative text ratio during our Reading block to provide students with the opportunity to demonstrate their understanding of the content in multiple ways. Teachers will be expected to use graphic organizers so students are able to track key details and an increased comprehension level. Another strategy is to continue to use technology and field trips to show real life so students are able to gain a better understanding prior to explicitly learning the content.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Our students are satisfied in Purpose and Direction, Teaching and Assessing for Learning and Resources and Support Systems. On the open responses, students state they like they learned to read and write/RTI math and reading groups.

24b. Student Perception Data

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

Using Results For Continuous Improvement is a low area and students express that they want a playground and don't care for the lunch.

24c. Student Perception Data

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

Playground will be donated as a start. At this time, school lunches will remain the same due to low costs.

25a. Parent/Guardian Perception Data

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

When using the TLG survey we learned from the parent responses that they are satisfied with the level of education that their child is receiving. They strongly agree that their child is receiving a good education at this academy.

25b. Parent/Guardian Perception Data

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

Parents desire a playground for the students and more after school activities.

25c. Parent/Guardian Perception Data

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

Playground equipment has been donated and at this time due to the absentism rates we aren't exploring options for a latchkey program.

26a. Teacher/Staff Perception Data

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

All of the areas scored high, such as Purpose and Direction, Governance and Leadership and Teaching and Learning.

26b. Teacher/Staff Perception Data

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

Parts of Resources and Support Systems were scores low when teacher were asked it our school proved high quality student support services (counseling, referrals, educational and career planning) and does our school provide opportunity for students to participate in activities that interest them.

26c. Teacher/Staff Perception Data

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

We need to tweak our mentoring program and reflect on what is needed to connect it more to the needs of the students. At this time, the budget doesn't allow for more counseling or outside agencies to assist our students which tells us we need to strengthen our social work services in house.

27a. Stakeholder/Community Perception Data

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

n/a

27b. Stakeholder/Community Perception Data

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

n/a

27c. Stakeholder/Community Perception Data

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

n/a

Summary

28a. Summary

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

Our demographic shows that we have truancy issues that need to be addressed this year. However, we have a large percentage of students and families that have been here for three consecutive years that refer other families to us. Process data shows that we need to increase the use of resource and support systems, but we have a few positive connections in the community that provide food, shoes and furniture. Reading levels increased while math scores decreased. We have revised the RTI schedule so that we address the weaknesses in math and reading. Both students and parents alike desire to have a playground but the perception data shows that they are happy with their child's academic growth and will refer a friend. Staff is happy, enjoys coming to work and wish to see students have more extracurricular activities.

28b. Summary

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

Frequent absences and tardies, no visible playground area, small percentage of community agency support/donations and a large gap in foundational skills have a negative impact on achievement. Students must be in school daily and arrive on time and leave at the scheduled dismissal in order to learn and master material. Recess time is an important time of the day and more equipment will have students exercise and have fun to release energy. Urban children need various outlets and opportunities outside of school should be available show students can participate in sports, music and the arts.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Our goals address ELA, Math, Science and Social Studies with emphasis on the RTI process. Also, we employ a parent liaison to reach out to parents and address their concerns and issues.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.chavezeast.com/uploads/4/3/9/7/4397552/ccaeastbinder1.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	First, it would be the School Leader/Adasina Philyaw 4130 Maxwell Detroit, Michigan 48214 Then, our corporate office will be notified, the HR department with The Leona Group: Diane Griggs Human Resource Director The Leona Group, LLC 2125 University Park Drive Okemos MI 48864 517.203.3720 Phone 517.927.5027 Cell 517.332.8792 Fax	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		CCA Parent Involvment Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		CCA East Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

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?

A multitude of avenues were utilized to distribute and analyze in order to assess the needs of CCA East. On a monthly basis, demographic data such as attendances/tardies and enrollment trends along with perception surveys from students, staff, parents and community and academic data (Scantron, DRA, MLPP, pre and post tests, StudyIsland/IXL, benchmark data and progress monitoring tools). Our staff meets weekly to discuss skills and standards, monthly to discuss school improvement strategies, quarterly to highlight issues/topics (both positive and negatives) in Scantron, classroom data and behavior related to the PBIS program. Parents are encouraged to offer input through surveys and monthly parent/family meetings planned by our parent liaison. When M-Step scores are released, we will gather the sub group/demographic data immediately to disseminate to our stakeholders and make revisions to our educational program. In addition, this year has been year of reflection and evaluation as well with NCA accreditation and Title 1 Schoolwide Planning. Also, our process data from our Self-Assessment report and Executive Summary Report were sources from which we gathered data for improvements in our daily operations and procedures

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?

Comprehensive Needs Assessment
Demographics:
CCA East's enrollment fluctuates been 95 and 105. Presently we have 96 students enrolled (49 males and 47 females), 14 Special Education students (with IEPs) and 100% qualified for Free and Reduced lunch. Our student population consists of 1% Caucasian and 99% African American. We are witnessing the same attendance trends as last year. Our families live a very transient lifestyle which consists of them moving from relative to relative, relationship to relationship and struggling with the daily issues of poverty (lack of heat, food, water, transportation and basic necessities). The same families that attended last year along with new families face challenges of getting their children/students to school on time and making sure they arrive on daily. CCA East's staff consists of a school leader, a parent liaison, instructional coach, .5 social worker, (2) .5 special education teachers, 1 Title
one instructional aide, 1 31a instructional aide, .5 Art teacher, a physical education/health teacher, 1 office manager and 6 teachers.
Number of years of experience of experience for teachers:
0-3 years-4
4-8 years-2
9-15 years-1
15+ years-2
We have 46 students that have accumulated more than 10 absences this 2014-15 school year. 17 of these students attended CCA last year. Our daily attendance averages around 85%.

BEHAVIOR DATA
There has been an increase in out-of-school suspensions this year in regards to amount of events (16 vs. 30) and days (17.5 vs.49) suspended. The habitual offenders from our first year, continue to disregard rules and struggle with behavioral expectations with an addition of new students who are on a tier 2 behavior plan. Our goal is to have an effective in-school suspension program that aids in curtailing undesirable behavior. There is a need for professional development in PBIS, cultural sensitivity and classroom management and procedures.

Most offenses occur in the classroom and after lunchtime/recess.examination of professional practice. 36% of the staff reported this information. We have data boards for Reading and Math which was stated
above. Teachers are going to be trained in analyzing student data. This is going to help teachers be able to adjust curriculum to meet the needs of students.

Climate and Culture Survey (14 staff members have completed this survey)
Overall high statements that were reported:
- I feel that quality work is expected of all staff working at this school, 78.6% of the staff strongly agrees and 21.4% of the staff agrees with this statement. Our leaders have high expectations for the staff in our building when educating our students.
- My school leader plays an active role in student achievement, 78.6% of the staff strongly agrees and 21.4% of the staff agrees with this statement. Our school leader is an active role in our students' education. She is continuously in classrooms giving informal and formal feedback. Our leader is a curial part of our data meetings. She gives us ideas and information to use in our classrooms for student success. After analyzing the Climate and Culture data I found the staff did not disagree or strongly disagree with any of the statements that were negative. This survey had one open-ended, optional question. Three staff members answered the question and eleven did not. - Is there anything else you would like to share? The comments that were written were; paraprofessionals salary should be increased to a minimum of $15.00 per hour. CCAE is a wonderful school to work at! My principal and curriculum coach are great to work for. I learn so much from the both of them! I am lucky to be a part of this team. The other comment was not noted on the survey form.

PARENT PERCEPTION SURVEY
This parent survey was taken by 68 parents attend Cesar Chavez East Academy. 100% of the parents who took this survey were African American. The questions on this survey were multiple choice questions. This survey included question about the school as a whole. Overall high questions/statements that were reported:
- Would you recommend this academy to others? 94% of the parents said YES they would recommend Cesar Chavez Academy East to other families. - Will you send your child to this academy next year (if your child's grade is available)? 83.8% said YES they would send their child to Cesar Chavez Academy East.
- My child is safe and secure at this academy. 80.6% of the parents strongly agreed that their child is safe and secure. Our school is securely locked during school hours and guests have to be buzzed in when they want to enter the building. We also have the internal doors locked for students' safety.
- The office staff treats me well when I call or visit this academy. 79.1% of the parents strongly agreed with this statement. Our office is warm and welcoming.
Overall low statements that were reported:
- There are opportunities for me to be involved at the academy. 57.6% of the parents strongly agreed with this statement. As a school we want the parents to feel involved, so we have hired a parent liaison to conduct parent meetings and build community relationships.
- I feel the lunch program at this school offers healthy meals of good quality. 64.2% of the parents strongly agreed with this statement. Our school wants to promote healthy eating and lifestyles. Our RVP plans to have a meeting with our food distributor.

STUDENT PERCEPTION DATA
There were 100 students to take part in this survey. The ethnicities of the students were 99% African American and 1% White. The survey was given to grades K-5. There were multiple choice and open-ended questions.
Overall high statements that were reported:
- My teacher is caring and provides rigor and relevance in the classroom. We show our students we are caring in many ways. We are not just educators but help our students in any way we possibly can. We also want to have rigorous and relevant teaching experiences in the classroom. We accomplish this by asking higher-order thinking questions during discussions, giving time for students to collaborate in partner projects to discuss ideas, and building stamina while test taking. We also want our lessons to be relevant to the real-world. We promote

school-wide field trips to expose our students to experiences outside of the classroom.

- My teacher loves what he/she is teaching, 82% of the students stated this. Teachers at our building show they love teaching by being enthusiastic and passionate about the topic. We also incorporate hands-on and manipulatives while teaching.

Overall low statements that were reported:

- My teacher gives feedback regularly. In our weekly lesson plans teachers are expected to document feedback time. This is a time of the day that graded papers can pass back from the week. Teacher review certain assignments; summative assessments or assignments that majority of the students did not perform well on. We also use the data boards during feedback to show student growth within units taught and skills.

- Students are treated fairly. At Cesar Chavez Academy East we have the PBIS program. This program includes the color system; green, yellow, orange and red. We also promote positive behavior incentives. Our school has monthly PBIS parties for students were stayed on green for the whole month. We also give out purple tickets to students who the staff members see being respectful, responsible and kind, with the tickets students are able to shop at the school store that is open once a month.

PROGRAM AND PROCESS DATA

1. The data that we reviewed was the NCA's Self-Assessment

2. Our weakest areas are Standard 2: Governance and Leadership; Indicators 2.1, 2.2, and 2.5. Standard 3: Teaching and Assessing for Learning; Indicators 3.3, 3.5, 3.6, 3.7, and 3.8. Standard 4: Resources and Support Systems; Indicators 4.3, 4.4, 4.5, 4.6 and 4.7. Standard 5: Using results for Continuous Improvement; Indicator 5.3.

The academy's challenge in Standard 2 is that although we have policies and procedures in place, due to staff turnover and new staff coming into place, we are still trying to accomplish that everyone follows the CCA East handbook. The challenges in Standard 3 that we face are that all teachers have to engage students in their own learning and participate in collaborative learning communities to improve instruction and student learning. The challenges in Standard 4 are that we need to implement the technology that is available to teachers, students, and parents. Although the academy has paraprofessionals and a counselor, we need to add more support services for the student population that we serve. Finally, the challenge the academy faces in Standard 5 is that professional and support staff are not trained well enough in the evaluation, interpretation, and use of data.

The academy's strength is Standard 1: Purpose and Direction. All members of CCA East's staff (both support and instructional) believe in the mission and vision of our school and remain consistently demonstrative in their actions. The school's process for review, revision, and communication of the purpose statement is documented. Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. Finally, the leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.

Student Achievement DATA:

Reading Strengths:

For the 2015-16 school year, one of our Reading data points to demonstrate academic growth is Scantron; which is taken three times throughout the year. Overall, school-wide from the Fall 2015-Winter 2016, 36% scored below grade level, 37% scored low grade level, 19% scored high grade level and 8% scored above grade level; which means 36% of students were not scoring on grade level and 64% scored on (low/high) or above grade level. From Fall to Winter 2016, 40% scored below grade level, 33% scored low grade level, 24% scored high grade level and 3% scored above grade level; which means 40% of our students are not scoring on grade level and 60% scored on (low/high)or above grade level. From Fall to Spring, the students that scored high grade level increased by 5%, students that scored low grade level decreased by 4% and students that scored below grade level decreased by 4%. Throughout the school year we do not only focus on classroom academic growth as a whole, but individual student growth. Scantron assigns a growth target for the Spring score for each student based on their Fall testing score. With that, 57% of our students met their growth target. For Reading Scantron, we compare SIP

scores, which represents the percentage of test questions that students would be expected to answer correctly, if they were to see the entire item pool for the grade and topic area. With that, below are the increases from Fall to Spring for each grade level: Kindergarten had a combined increase of 55%, first grade had an increase of 18%, second grade had an increase of 21%, third grade had an increase of 29%, fourth grade had an increase of 13% and fifth grade had an increase of 8%. Our highest SIP %'s school-wide was Phonics for Kindergarten and first grade and Vocabulary for second through fifth grades. Another data point we analyze as a growth measure from Fall to Spring is our DRA (Developmental Reading Assessment), which scores a students' independent reading level focusing on fluency, accuracy and comprehension of fiction and non-fiction text. Our school-wide data reflects the following: in the Fall of 2015, 4% of students were reading above grade level, 19% of students were reading at grade level and 77% of students were reading below grade level. In the Spring of 2016, 19% of students are reading above grade level, 19% of students are reading at grade level and 62% of our students are reading below grade level. From Fall to Spring, students that were reading below grade level decreased by 15%; with that, 55% of students made at least one full academic year's growth from Fall to Spring; even though they may not be reading at grade level, they have increased their reading level within the academic school year. Another data point that we compare to Scantron is our MLPP (Michigan Literacy Progress Profile) for Kindergarten and 1st grade. For Spring 2016, 96% of our Kindergarten were able to identify and name upper and lowercase letters and 93% were able to identify and match the sound to the letter. Our last data point for Reading is the 2015 Spring MSTEP assessment. In the Spring, 34% of our students scored in the proficient levels; 50% of our third graders scored proficiently.

Reading Challenges:
Even though 55% of our students made a full academic year's growth in reading levels based on DRA from Fall to Spring, we still have 62% of students not reading on grade level. Another Reading challenge is that we still have 73% of our students scoring in the below and low average levels on Scantron. Our lowest SIP %'s school-wide was Vocabulary for Kindergarten, Text Comprehension for first grade and Non-Fiction for second through fifth grades.

Reading Trends:
For grades Kindergarten and first the trends in the Reading data stem from foundational skills and text comprehension. Our Scantron and MLPP data are quite comparable in phonics. For grades second through fifth the data shows that as text complexity increases, student comprehension decreases; which compares to our Scantron data that these grade level students scored the lowest in Non-Fiction text. This data proves that for our lower grade levels we need to focus on word work and comprehension and for the upper grade levels we need to focus on integrating more non-fiction text into our reading block to allow informational standards to be explicitly taught in another content area. Another trend in the data was that DRA levels and Scantron reading scores were quite comparable to one another. For Scantron in the Spring, we had 73% score below or low grade level and with our DRA data we had 62% of our students reading below grade level.

Reading Summary:
For Reading we have had minor successes from Fall to Spring, but we are confident that these challenges will continue to be addressed with professional development opportunities focusing on building stamina, providing rigor with lesson sequence and instruction and strategies to increase fluency and comprehension for students in both fiction and non-fiction text. Based on the data, our Reading block will allow for more implementation of non-fiction text to ensure the upper grade levels are being exposed to informational text standards on a consistent basis not only in Reading, but in Science and Social Studies. This school year we focused on being data driven and used such data to form reading groups at independent levels where students were given interventions with other students at their levels to ensure those skills that were low on Scantron and DRA were addressed and practiced during intervention times (RTI). For the next school year, we want to focus on using more of a variety of resources provided with fidelity to ensure academic growth in all grade levels. As a district we plan to transition from Scantron to NWEA for our benchmark testing in Reading. This new test will offer more detailed reports and immediate data provided for teachers, students and parents.

Writing Summary:

For Writing, we were able to decrease our numbers of students that were not writing at grade level by 52% from Fall to Spring; however, 41% of students still remain to struggle in writing. These challenges will be addressed through professional development that focuses on strategies to integrate writing across the curriculum and a writers' workshop approach to ensure students are being assisted in the process of writing. We plan to initiate school-wide that teachers are expected to use writing rubrics to demonstrate exemplar work and to show how the students can receive the maximum number of points. Another initiative that we will implement is for all teachers to continue to follow the lesson sequence of instruction, but to implement at the beginning of every lesson a Daily Oral Language starter to address the misunderstandings at the beginning and to strengthen student knowledge of basic sentence structure, language and the revision/editing process.

Math Summary:

For Math we have had minor successes from Fall to Spring and this seems to be the trend district-wide. We are well aware of the deficiencies in both the students and resources that are being utilized, which has prompted us to reevaluate our implementation of more hands-on manipulatives, a daily Math review embedded into the lesson sequence of instruction and a schedule that allows for intervention time for students that lack the basic skills in Math. We intend to include professional development to ensure our staff is receiving the tools and techniques they need in order to see immediate results with their students. Our focus will be in providing rigor within the lesson and various ways to aid in the increase of building number sense and real life connections with the content.

Science Summary:

As a school, we know we need to focus on teaching Science with more of a hands-on, inquiry-based approach so students are able to apply what they have learned within the unit. Our challenges will be addressed by monitoring the informational text to narrative text ratio during our Reading block to provide students with the opportunity to demonstrate their understanding of the content in multiple ways. Teachers will be expected to use graphic organizers so students are able to track key details and an increased comprehension level. Another strategy is to continue to use technology and field trips to show real life so students are able to gain a better understanding prior to explicitly learning the content. Within our Science pacing guides K-5th, the expectation is to teach, model and enrich students in the Scientific Process to ensure students have a clear understanding before learning about the various disciplines in Science as well as to begin "thinking like a Scientist."

Social Studies Summary:

As a school, we know we need to focus on teaching Social Studies with more of a hands-on and guided approach so students are able to apply what they have learned within the unit. Our challenges will be addressed by monitoring the informational text to narrative text ratio during our Reading block to provide students with the opportunity to demonstrate their understanding of the content in multiple ways. Teachers will be expected to use graphic organizers so students are able to track key details and an increased comprehension level. Another strategy is to continue to use technology and field trips to show real life so students are able to gain a better understanding prior to explicitly learning the content.

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.

Alignment to Goals

The academy will continue to support increased proficiency in all areas, however the areas of greatest need are reading, writing and math. Our goals and objectives are as follows based on proficiency targets set by the state:

Reading/Writing goal: All students will be proficient in Reading by 2022. By Spring, 2015 at least 70-80% of students should meet their individual Scantron proficiency targets. To support our special education sub group, the instructional staff does/will meet weekly with the special education teacher to co-plan and provide accommodations, modifications and/or resources to monitor their achievement. Special education students are included in our RTI instruction.

Math goal: All students will be proficient in Math by 2022. By Spring, 2015 at least 70-80% of students should meet their individual Scantron proficiency targets.

The instructional staff does/will participate in PLC's and Instructional Learning Cycles to study research based instructional strategies to support the male learner, particularly boys in poverty. Classroom implementation will be guided by the instructional coach and school leader. Leadership will make a more concerted effort to hire male staff to promote more of a positive role model for our boys.

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?

Our strategies of Response to Intervention and Differentiated Instruction will increase achievement of all students. We will increase our monitoring of fidelity to the curriculum, differentiated instruction and implementation of Tier 1 strategies such as use of graphic organizers, use of technology and writing cross curricular. The leadership team, including the special education teacher, will provide support to the teachers within the classroom to increase the achievement of all learners. Through our grade level meetings, data meetings and RTI meetings all data and progress monitoring resources will be reviewed. Based on benchmark data, students are placed into appropriate tiers to receive interventions necessary to increase achievement. Students will receive more practice on skills not mastered, smaller size groups within these interventions and progress monitoring to determine if these interventions were effective or need to be adjusted.

Component 2: Schoolwide Reform Strategies

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

Our school wide plan for helping students reach the state's standards is to focus on implementing and using consistently Marzano's Nine High Yield Instructional Strategies. The teachers will receive professional development as they did last year on which strategies are better suited for their classroom learners. The staff will be involved in a PLC that focuses on the various instructional strategies and how to incorporate them into lesson planning and direct instruction. The instructional coach will monitor if this practice is implemented by reviewing lesson plans and daily walk-thrus in the classroom. Another method teachers will practice will be the use of the Gradual Release Model for lesson planning; with this model they are able to implement various Marzano's strategies that will meet the needs of all learners. This type of lesson format supports the instructional strategies teachers are expected to implement and allows for teachers to differentiate their lessons based on their classroom needs. Differentiated Instruction (DI) is an expectation through all instructional delivery, especially with the range of academic levels we see in our

students. Administration encourages teachers to use strategies such as think-pair-share, class discussion, gallery walks and use of videos to build the background knowledge that so many of the students lack; with that, students' are learning the content in a way that suits their learning style. The instructional coach and classroom teachers analyze data and achievement to ensure that all students are learning through their learning style and level. For Reading, Writing and Math, professional development will be planned for the upcoming school year to provide teachers with various ideas on what it means to differentiate and how to embed into their instruction. After reviewing the data for the last year, we would like to focus on building stamina in Reading, writing across the curriculum and how to implement hands-on manipulatives for Math to ensure the teacher is targeting the different types of learning styles. Differentiated instruction is supported through the use of various resources that the academy has purchased with Title One, 31A, General budget and IDEA funds to be integrated into the curriculum. Another way this strategy is utilized is through our RTI (Response to Intervention) designated time during the last hour of the Response to Intervention/Positive Behavioral Interventions and Supports (RTI/PBIS) is the multi-tiered instructional system that helps all students increase academic and behavior performance through the use of research based instructional strategies, flexible grouping, progress monitoring and achievement/behavior data analysis, through grade level and RTI meetings. Classroom teachers are expected to involve the

parents through an interview process to gain a better understanding of students' deficiencies. Response to Intervention is supported at the Academy by administration, special education, classroom teachers and parents. Use of Technology is another expectation that classroom teachers should document in lesson plans and through the sequence of instruction. This is visible through Elmos, SMART boards and various software licenses (Reading a-z, Study Island, ixl, Discovery Education and BrainPop). Students are expected to log in to at least two of the resources, one for Math and one for Reading weekly to provide more practice on skills being taught within the classroom. Discovery Education and BrainPop are extensions of the lesson in video format to provide more background knowledge for the students. With writing across the curriculum as a focus for Writing, teachers will have opportunities to allow students to publish their final draft in writing, practice spelling sentences and/or answer questions to a reading response using the computer lab as a way to not only focus on writing, but also using technology.

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).

Through the implementation of Marzano's Nine High Yield Instructional strategies instruction will be geared towards individual needs and various learning styles. The implementation of these strategies are simply Best Practices and allow for teachers to focus on student learning rather than teaching; they are able to decipher which strategy works best for their students' learning style and differentiate their instruction to

maximize on student learning and understanding of the content. In utilizing these strategies, it serves as a way for teachers to gain a better understanding of where there students are academically, which strategy reaches their learning style and a platform to be creative in their craft. Differentiating instruction is not only conducted during content, but also in the RTI process. Through this process students are identified through informal observations, student interview, parent interview and classroom data to properly tailor the students' academic needs. Every four weeks, the RTI team, administration and classroom teacher meet to discuss the response of the intervention. If the strategy was successful, then the team will use the data to create a new academic achievement goal. If the goal has not been met, then a new instructional strategy will be suggested to try for the next four weeks. Through these meetings and this process, teachers are able to quickly adjust curriculum to meet the needs of all learners. Many of our students enter the academy lacking their current grade level skills. With that, the integration of differentiating instruction is crucial in gaining student success. Classroom teachers follow the sequence of instruction to build background knowledge, using technology resources and/or reading aloud text that ties into the lesson. Within the sequence of instruction teachers are expected to cover Bloom's verbs and content vocabulary to ensure students understand what they are being asked to do in the lesson. The school leader and instructional coach will monitor the implementation of the strategies and resources purchased through review of lesson plans and classroom walk-thrus. In order to prepare our students for society, teachers are expected to integrate technology daily into lesson plans as well as provide opportunities for students to practice such skills on a computer. In providing such opportunities allows for students to learn in a different way and opens up classroom discussion on the topic; which cooperative learning is amongst the instructional strategies that support quality instruction. Technology is a way for teachers to build background knowledge and to create real-life connections with our students who lack life experience and prior knowledge in the content they are currently learning about in the classroom.

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

The findings of the CNA highlights the need for not only research based but evidence based strategies, techniques and professional development. Our myriad of data (demographic, perception, academic and behavior) heightens the level of urgency to narrow both the opportunity and academic gap in math, reading and writing. The staff, both instructional and ancillary will deliver intervention along with strong, meaningful and data driven instruction. During our daily schedules, students are expected to demonstrate growth in summative and formative assessment such as DRA, Scantron, MLPP, teacher made assessments, pre and post assessments, StudyIsland and IXL. Response to Intervention takes on many forms through all Tiers (I, II and III) when teachers utilize DI, DOK, Bloom's Taxonomy and intense modeling to promote a deeper understanding and comprehension of technical texts and tasks. We promote full inclusion with minimal pull out sessions for students who fall into the tier 2 and 3 category. Coupled with 2 paraprofessionals and 2 special education teachers, students are exposed to graphic organizers, collaborative learning, manipulatives, high levels of engagement and review of academic vocabulary.

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.

At the academy after every benchmark test the classroom teacher and administration meet to discuss the results of the data. Within these meetings, the team looks closely at trends as well as what particular students are struggling with so the teacher can address those learning concerns either whole group or through the RTI designated time. RTI is embedded into our instructional day for the last hour of our school day. The RTI program is set up for teachers to work with students implementing various Marzano's strategies at Tier 2 and Tier 3 to address the skills they have yet to master based upon classroom, progress monitoring, observation and benchmark data. We focus on Reading every Monday, Wednesday and Friday and Math every Tuesday and Thursday. Within these focused sessions, teachers are expected to differentiate their guided instruction using manipulatives, technology and cooperative learning within these centers to provide an intervention

at their level. Every classroom has RTI groups listed for students, staff and visitors to see; these groups are grouped for Math and Reading/Writing. A student may work with different students in a group for Reading than Math; the data determines the group. Most classrooms have an aide or instructional staff that pushes in during this time to assist with students at Tier 1 to provide review or challenging activities at their learning level. For Tier 1, students are placed in small groups working on skills they can review; they are guided by an aide. For Tier 2 students, this is a smaller group of up to 6 that focus on areas they are having difficulty in working with an aide. For Tier 3 students, this is a group of up to 3 students that work solely with the classroom teacher. In order to place s tudents in such tiers, we focus on the data provided, which is Scantron, DRA, MLPP and Writing to ensure that students are being exposed to various skills and interventions that seek growth in learning. This data and mastery is reviewed in the RTI folder that teachers are expected to update bi-weekly with progress monitoring tools that have been selected school-wide. During RTI monthly meetings with the team and classroom teacher, the team reviews the strategies used during that time and discusses with the teacher how effective the strategy was for each student. The classroom teacher does provide the documents to support the data in their RTI folder so the team is able to see which standards/skills the student is working on and the progress they are making within the content.

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

The instructional staff uses various data points to determine student progress. Teachers use Scantron (Reading, Math and ELA), DRA (fluency, accuracy and comprehension), MLPP (letter and sound recognition, rhyme, concepts of print and phonemic segmentation), common assessments (pre and post) from Curriculum Crafter, Writing benchmark (to a prompt) and Math fluency facts.
With these various data tools, at our quarterly data meeting data is discussed and compared between these tools to see the commonalities and discrepancies in the data. In our monthly RTI meetings the team discusses the progress or lack thereof for each student on the RTI roster to determine if the student should continue on in his/her tier or move to a different tier based on their academic performance.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

This year (2015-2016) CCA East's turnover is low. 2 out of 8 (25%) teachers resigned due to heavy workload and expectations. A kindergarten teacher left in November around Thanksgiving and the 2nd grade teacher allowed her teacher's license to expire.

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

Number of years of experience of experience for teachers:

0-3 years-4

4-8 years-2

9-15 years-1

15+ years-2

Number of years of experience level for paraprofessionals:

0-3 years-1

4-8 years-1

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

CCA East's budget is quite limited and is allocated to resources and personnel directly correlated to academic growth and success. We use Title 11a to provide professional development in teaching and support areas for instructional and ancillary staff to assist students with both academic and behavior concerns based on data (both academic and perception). In addition, in order to attract teachers to our school we offer 401K, competitive health/medical benefits plan, half off tuition through our authorizer (SVSU), smaller class sizes, mentoring programs for students and teachers, additional resources to enhance the learning environment. Every classroom has an ELMO projector, SMART Board, access to two laptop carts, a schedule for a computer lab and a storage closet for RTI time to strengthen learning deficiencies. TLG, the management company, offers opportunities for leadership and teachers to attend various job/career fairs to recruit teachers.

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

Cesar Chavez Academy District possess the specific initiatives that mirror those of the school. Although, the four other campuses educate a high population of ESL students and we are ninety-nine percent African American, all CCAs student population struggle with poverty (homelessness, transportation, transiency). To create a desire in teachers to work in such impoverished areas, there is a large percentage of support staff such Title 1 and 31a paraprofessionals and teachers, social workers, speech pathologists, psychologists, bilingual instructional aides and instructional coaches.

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?

We don't have the issue of 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 staff engages in intensive and meaningful professional learning that is aligned to the school improvement plan which is created after the CNA data is collected and examined. The instructional and support staff are surveyed both semesters (twice a year) on their desire for professional and personal growth after examination of data.CCA students struggle in all academic areas and teachers along with the support and instructional staff during on and off site campuses will receive information on various academic strands and our school reform strategies. As we attempt to meet the many needs of our students and families, there are many resources used to narrow the opportunity and achievement gap such as book talks/studies, "article digs" and sessions. We will provide professional development/learning on topics such as:
*What works: Classroom Management
*Response to Intervention
*Differentiated Instruction
*Culturally Proficient Instruction
*Common Core
*Teaching Literacy in the Urban Classroom
*Teaching Literacy through Conversation
*Project Based Learning
*Ruby Payne's Framework (Book Study)
*Black Boys and Response to Intervention
*5 Pillars of Reading
*Writing with the Experts
*Barbara Blackburn: Rigor

We also engage in ILCs every quarter to analyze data and reteach.

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

Monitoring of sustainable and ongoing professional learning is the role of the instructional coach and school leader, coupled with selfmonitoring by the instructional and support staff. Staff provides a "mini-session" for the staff on the benefits of executing the techniques learned and discuss the pros and cons of implementation. Staff will come to a consensus if and how this information will be used at CCA East. Every month, the instructional coach will complete walk thrus to ensure during Tier 1 instruction, that these techniques and best practices learned during PD sessions are present during the sequence on instruction. We use this information during the Learning Instructional Cycles as well to assist in evaluation of the strategies and it they were pivotal in contributing to an increase in mastery levels.

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

Component 6:   Strategies to Increase Parental Involvement

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

Parents are invited to School Improvement meetings and professional development sessions to promote family involvement in the improvement of the school. Our parent liaison plans monthly meetings that highlight our schoolwide reform strategy and any issues or concerns that parents have in regards to our program. The most efficient way that we have discovered through talking to parents, is that they are comfortable communicating through surveys (some anonymously). Lack of transportation prohibits monthly attendance to parent meetings which is expected due to the fact that many of our students (over 50%) ride the bus to school. The perception data is gathered and discussed with instructional and support staff to make necessary changes to our educational program and SIP.

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

Parents will be involved in the implementation of the schoolwide plan by attending meetings such as monthly parent meetings, four quarterly parent teacher conferences and documenting their responses on surveys. Feedback on their satisfaction or lack of satisfaction on the schoolwide plan is recorded on the minutes from the meetings and comment sections on the sheet that parents return with the report card folders. Parents (guardians and families) are present during RTI meetings to offer the home to school connection of the students' progress. During events that are listed in the Parent Involvement Policy, a limited amount of parents are present but they do work with the teachers and students to educate other parents and students on how to play games, use technology or chaperone during field trips. After each activity, parents who attended will be asked to complete a survey, inquiring about their levels of satisfaction, areas needed for improvement and ways that can be more involved in the implementation of the schoolwide plan.

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

The school will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality and reducing the barriers to support greater parent participation . These tasks will be completed through surveys and round table discussions during various meetings stated in the above sections.

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		Parent Plan

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, CCA East Academy will provide the following:

- Parent Conferences

- Annual Title 1 Meetings (Academic and Behavioral expectations are discussed)

- Parent copy of Grade Level Content Expectations/Common Core Standards provided at Orientation Day

- M-Step results and Scantron reports for parents/families and students

- Parent Workshops and Meetings (some agendas planned are focused on data dissemination)

- Local assessment information (Scantron, SRI/SMI, benchmarks, formative and summative assessments) shared with parents at conferences

- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.

- Support Instructional Staff (Special Education/ Instructional Coach) available at conferences to provide information and answer questions about assessments

- Curriculum Nights (Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential)

Provide materials and training to parents: 1118 (e) (2)

CCA East offers training and materials to parents through the following events and activities:

- Curriculum Nights (childcare provided)

- Transition to Pre-K/Kindergarten Parent Night (childcare provided)

- Orientation Day

- Annual Title 1 Meeting

- Parent Workshops (childcare provided)

- Make IT-Take IT Parent/Family Night (Educational Games)

- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed

- Weekly school newsletters/Classroom newsletters/School publications

- Parent Engagement Resources

- Parent Meetings (various presenters expound on issued impacting student progress)

- School Website Parent Tab - provides parents with materials and resources to help their child achieve success

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- CCA East Academy values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

CCA East Academy will work to coordinate programs to ensure success for all:

- Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten

- Partnerships with a multitude of community organizations are established in working with families to ensure success for all

- Parent Volunteers

- Health and Wellness Carnival (Jump Rope for Heart)

- Parent Meetings

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Cesar Chavez East Academy will provide:

- Daily Take Home Folders

- School Newsletter/Classroom Newsletters written in a language parents can understand

- Accommodations for parents (provided upon request)

- Easily accessible website

- Friendly/Approachable phone contacts

- Weekly School Reach communications

Provide support for parental involvement at their request: 1118 (e) (14)

CCA East Academy will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement

- Parent Liaison

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language: 1118 (f)

Cesar Chavez East Academy will provide:

- Flexible meeting times

- Handicapped Accessible Facilities

- Phone Conferences (Bilingual interpreter, as needed, through GISD for all parent contacts)

- School Newsletter/Classroom Newsletters written in a language parents can understand

- Accommodations for parents with disabilities (deaf, blind, etc)

- Collaboration with community agencies; i.e., Community Mental Health

- Transportation Assistance

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

The evaluation of the parent involvement components of the schoolwide plan will be evaluated by the staff and parents. The staff will discuss if the items in the plan were implemented and carried out effectively along with the parent liaison and discussion of the results of the surveys will be analyzed. Necessary changes will be completed as a result of the levels of implementation planned for the activities, follow through and feedback done effectively for the 2014-15 and 2015-16 school year.

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

Research cites that parents are a child's first teacher rather if they have a negative or positive impact and it is critical that we use their feedback along with staff's opinions and insight to gauge the success of the schoolwide plan. The results of the evaluation will be compared to Goals, Activities and Strategies in the SIP and make decisions on what improvements or deletions need to be made to the plan.This will be reflected during the School Improvement process on agendas and minutes for school improvement meetings.

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

- Parents are actively involved in the development and review of the School-Parent /Compact. Parents provide feedback on the compact's format and content, as well as approve the revised compact annually.

- The Parent/Teacher/Student compact will be shared with all parents/families and commitments will be sought from parents, teachers and administrators to adhere to the strategies addresses in the compact and reviewed annually. Revisions are made based on the End of year Parent Survey results and additional suggestions provided by parents.

- The compact is reviewed and given to all parents at the first Parent-Teacher Conference and reviewed and discussed at follow-up conferences. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school

connection and allows all stakeholders to have a voice.

The school will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality and reducing the barriers to support greater parent participation .

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

- Parents are actively involved in the development and review of the School-Parent /Compact. Parents provide feedback on the compact's format and content, as well as approve the revised compact annually.

- The Parent/Teacher/Student compact will be shared with all parents/families and commitments will be sought from parents, teachers and administrators to adhere to the strategies addresses in the compact and reviewed annually. Revisions are made based on the End of year Parent Survey results and additional suggestions provided by parents.

- The compact is reviewed and given to all parents at the first Parent-Teacher Conference and reviewed and discussed at follow-up conferences. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice. The school will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality and reducing the barriers to support greater parent participation .

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

n/a

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

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, CCA East Academy will provide the following:

- Parent Conferences
- Annual Title 1 Meetings (Academic and Behavioral expectations are discussed)
- Parent copy of Grade Level Content Expectations/Common Core Standards provided at Orientation Day
- M-Step results and Scantron reports for parents/families and students
- Parent Workshops and Meetings (some agendas planned are focused on data dissemination)
- Local assessment information (Scantron, SRI/SMI, benchmarks, formative and summative assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents when appropriate.
- Support Instructional Staff (Special Education/ Instructional Coach) available at conferences to provide information and answer questions

about assessments

- Curriculum Nights (Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential)

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Cesar Chavez East Academy will provide:

- Daily Take Home Folders

- School Newsletter/Classroom Newsletters written in a language parents can understand

- Accommodations for parents (provided upon request)

- Easily accessible website

- Friendly/Approachable phone contacts

- Weekly School Reach communications

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?

Our Social worker and Parent Liaison visited preschools in the area along with community partners. The distribution of flyers wasn't limited to preschools and agencies but to libraries, gas stations, our existing students and parents as well. We selected the dates of April 24 and May 29 to introduce parents to the staff, other families and students. During the Kindergarten Round-Up planned on these dates, students participated in literacy and math activities with the class. The families also received a continental breakfast and a catered lunch to engage in conversation with both instructional and support staff. The school leader and the instructional coach interacted with the participants and explained the criteria for a successful Kindergarten year and experience. We displayed the technology, the use of small groups, a family-like atmosphere and the literacy-rich learning environment. Also, the Parent Liaison conducted mini lessons with parents to decipher the readiness of the their child.

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?

The staff as a whole (Office Manager, Instructional Coach, Kindergarten Teacher, Social Worker, Special Teacher and School Leader) were available to parents to discuss the process of enrollment, Common Core Expectations and provided a in depth of CCA East. Our classrooms have informative bulletin boards that detail and showcase the current standard and skill/expectation that the students are learning and parents were encouraged to ask questions and look at curriculum materials, including assessments for Kindergarten. A packet was compiled to increase the parents' understanding of phonics, homework, math computation and parental responsibility.

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?

School based assessments are agreed upon in meetings with teachers and instructional staff along with the instructional coach, Title 1 coordinator and curriculum director. During school improvement meetings, staff meetings, data analysis meetings and grade level meetings, teachers give opinions and suggestions on resources to address the use of formative and summative assessments. During Grade level meetings, RTI and Data Team meetings, the teacher, instructional coach and school leader discuss issues, concerns and successes regarding the consistent use of school based academic assessments. We look at the data associated with the assessments, such Grade Books (levels of mastery and reteaching/retesting), RTI process (every four weeks we analyze progress monitoring data related to tier 2 and tier 3). Data Team meeting highlight the increases and decreases in DRA level, GLE on Scantron along with writing benchmarks and StudyIsland reports. Teachers often give their opinion, supported by data, on if assessments are measuring the standards/skills that it was intended to, in order to increase mastery and narrow the gaps in learning.

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

Scantron, DRA, MLLP, Writing Benchmarks, Study Island, M-Step (when released), Pre and post test and data boards are measures utilized to analysis data for teachers and students. Teachers are also involved in the The Instructional Learning Cycle when teachers meet to discuss the similarities in data according to SIP percentages, GLE (Grade Level Equivalence) and scaled scores. As stated above, teachers are asked a serious of questions during the Data meetings as well to monitor their use of the data and reflection to drive instruction. They complete and turn in reports to the instructional coach documenting what skills students scored below 50% during a testing session. In addition, teachers receive training through DVDs and the coach on how to administer DRA fro K-5 and analysis the degree of fluency, errors and comprehension.

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.

Response to Intervention/Positive Behavioral Interventions and Supports (RTI/PBIS) is the multi-tiered instructional system that helps all students increase academic and behavior performance through the use of research based instructional strategies, flexible grouping, progress monitoring and achievement/behavior data analysis, through grade level and RTI meetings. Classroom teachers are expected to involve the parents through an interview process to gain a better understanding of students' deficiencies. Response to Intervention is supported at the Academy by administration, special education, classroom teachers and parents.

During the second week of school (September) students are screened using Scantron, Study Island, MLLP and DRA. After categorizing all the students in a tiered system, using Tier 1, two and three, intense support and attention is given to students tier 2 and 3. A RTI folder has pivotal documents that entail the progression or lack of progression every four weeks in Math and Reading. Before decisions are made on what interventions might be beneficial to address the deficiencies, a parent interview is conducted with the classroom teacher and the special education teacher. The social worker is also is an important member of the RTI team when students struggle with behavior issues and concerns. The classroom teacher executes and follows through with the interventions stated in the RTI documents in both in Tier 1, 2 and 3. The last hours of the day (3:00-4:00) students work in groups along with paraprofessionals, classroom teacher, parent liaison, social worker and special worker. These clusters consists of three to five students working at their level to narrow the gaps in achievement. Multi-sensory materials are purchased with Title 1 and Section 31a to ensure students use engaging games and technology to create a desire for learning.

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?

After teacher input, parent interviews and data collection, research and evidence based interventions are delivered to the students in small tiered groups. Grouping of students begins immediately during the second and third week of school. Students will work intensively for an hour on material planned by the teacher and the instructional coach. Due to budget restraints and low enrollment, we only have two paraprofessionals to assist with groups. The classroom teacher assists with students in tier 3 and instructional aide works with tier 2 while tier 1 students work with their peers on their level. Many students share the same academic concerns such as foundational skills associated with Number and Operations, phonemic awareness, comprehension and fluency. These daily interventions are chosen from PDs, webinars, book studies and research that are focused on students who are 2 to 3 grade levels behind. After four weeks of interventions, students parents are invited to a meeting with teacher, instructional coach, principal and special education teacher to examine and discuss academic growth. Depending on the student's growth and mastery of weak skills, the next round of services are selected to move the students throughout the tiers. See RTI plan attached (in component 5 with PD plan) for cut scores.One of our sub-groups is the special education population. For the 2015-16 school year, we have a total of 10 students on caseload. For Scantron, we are able to set a specific proficiency target for each individual student based on their scaled score from the first benchmark. With that, only 33% of the special education students met their proficiency targets in Reading and only 55% of the special education students met their proficiency targets in Math. With the same subgroup, only 10% of students were proficient in writing based on the Spring Writing benchmark. Based on the DRA, only 20% of the students made a full academic year's growth in their reading levels. Our main concern is the lack of academic progress for many of these students.

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

CCA staff knows that there an increased focus on DI through tier 1 instruction which includes activities and strategies from the School Improvement Plan. Through the Sequence of Instruction in all content areas, teachers plan to use best practices daily to strengthen students comprehension and mastery for at least 75%-80% of the class. Teachers use formative and summative assessment to evaluate if these techniques are effective and delivering the success intended, monitored through grade book review and lesson planning. We have purchased many site licenses such as IXL, Study Island, United Streaming, RAZ-Kids and Brain POP to present content to students through technology and high levels of engagement at their independent levels. Think-Pair-Share, graphic organizers, explicit modeling, brainstorming and rigorous activities involving HOTS and DOK are key components of strong instruction at CCA East.

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.

Federal Resources/Funds: Title I, IIA, IDEA

CCA East receives a limited amount funds due to low enrollment so we allocate our revenue intentionally and carefully to ensure we meet the direct needs that are impacting our students. As mentioned in the sections earlier, RTI and DI are an increased focus during our second year in such an improverished area of Detroit. There is a high need for PD for our staff to understand how to reach our students inspite of their dismal circumstances. Title I, Title IIA and IDEA have line items where a percentage is PD/profressional learning on RTI, DI, Common Core, Data and other sessions listed in our SIP as a result of the CNA. IDEA money also allows us to purchase multi sensory materials to address the accomodations and modifications in our students' IEPs. A portion of our Special Education's Teacher salaty is supported with IDEA monies as well as she so plans with teachers, track progress of special education students and maintain a daily rigourous schedule of push in and pull out groups. With implementing DI and RTI effectively and efficiently, there is instructional suppport needed and we employ one full time paraprofessional in Title 1 along with a parent liaison who communicates the school wide strategies to parents and families. Also, there is a small percentage to help involve parents directly in the academic progress by providing reading materials to help their child at home.

State Resources/Funds: Section 31A and General Per Pupil Funding
Our 31A supports the salary of our Social Worker who is intricaly involved in the RTI process and gathering resources for our children and families. Our 2nd paraprofessional is paid half time to push in classrooms to support students during reading, writing and math times. Thousands of dollars are spent on RTI and DI materials to increase engagement and attack the deficiencies in the students' individual and classroom data. Summer School is also a tool we use to target the bottom 30% of our students to provide small class size intensive instruction at their level and monitor their progress through the four weeks. CCA East also has an instructional coach, District Curriculum Coordinator, highly qualified teachers and numerous amount of items that help our daily operations run smoothly that are listed in our General Budget Detail. For example, CCA East also has an Office manger and custodian who assist with data collection and providing a safe and secure climate fpr our students, staff, parents and staff.

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.

All the components of the plan are intertwined to document and display our efforts in transforming our school with research and evidence based strategies. All ten components from CNA to the Coordination and Integration of Federal, State and Local Resources are supported with our General Budget. Since our Title Funds and State Funds are small and limited due to enrollment, the general budget works in conjuction with the supplemental support to ensure we implement a quality program with fidelty.

Comprehensive Needs Assessment (Title I, General Fund, 31A, Title IIA)
In creating the CNA and addressing the needs as a result of the data (demographic, perception, academic and behavior) there are personnel that help gather information and items purchased to meet the needs of ALL students, training offered and assessment administered. Our parent liaison and instructional coach (both paid from Title 1) distribute surveys to students, staff, parents and community to prioritize concerns and evaluate operations of CCAE. Along with the perception data, we use a screener (Scantron) with StudyIsland, IXL, Raz-Kids

and other site licenses to progress monitoring and tier students for quality instruction. Both Scantron and site licenses are purchased with Title 1 funds. Also, our teachers' salaries , who are expected to use data from formative and summative assessments come from the General funds. Our social worker who works closely with students with behavioral needs documented in IEPs and parent/teacher referrals has .5 of her salary paid with 31A funds as well. A large percentage of the students she counsels and meets with also are our Tier 3 students who fall behind significantly academically in reading and math. Our two paraprofessionals are funded through Title 1 and 31A to push in with interventions (under the supervision of the teacher and coach) and work with various multisensory materials purchased with 31A revenue. Parents receive targeted materials purchased with Title 1 revenue to narrow the gap to work with the students at home and practice with them during Title 1 parent meetings. Title IIa and I provide professional development session for instructional and support staff on campus once a month and off campus. Many of our staff have attended PDs at WRESA and others sponsored by BER and many educational institutions/agencies.

School Wide Reform Strategies (Title I, Title IIA, IDEA, General Budget, 31A)
Our reform strategy is RTI and is supported through Title I, IIA, IDEA, General Budget and 31A. Our classroom teacher (general fund) works with parents, instructional coach (title 1), social worker (31a) and special education teacher (IDEA/general funds) to assess the needs of the students by completing a comprehensive portfolio with interviews and results of data. Teachers use various measurements of data such as DRA, Scantron, Raz-kids and StudyIsland (general funds) to record use of interventions that they have adopted from attending PD sessions (title IIa) at the beginning and throughout the school year. he PD sessions consist not just on the subject of RTI but the issues that need to addressed to implement the program with fidelity such as Using Small Groups for Math and Reading, Increase Use of Reading Strategies through All Content Areas, Using Manipulatives, Teaching Students in Poverty, D.I., Use of Formative and Summative Assessments, etc. As the frequency of the interventions of the Tier 2 and 3 students are documented with the effectiveness of the use of materials, paraprofessionals (31a and title 1) and teachers meet monthly with the administration team to discuss growth or lack of improvement. Students whose growth remains stagnant receives more targeted instruction (both push in and pull in) from the Special education teacher (IDEA/general funds) who uses other programs purchased with IDEA funds to decrease the likelihood of a referral for testing.

Highly Qualified Staff (Title I, IDEA, General Budget, 31A)
Our teaching staff who are paid through the general fund are highly qualified which is documented in their files, located in the office. Title 1funds, help us employ a full time paraprofessional, parent liaison, and an instructional coach which are all pivotal roles in enhancing the lives of students. IDEA funds assist in paying for a percentage of the Special Education teacher' salary and .5 of the Social Worker's salary is funded through 31A with a part time paraprofessional.

Atttract and Retain Highly Qualified Staff (Title I, Title IIA, IDEA, General Budget, 31A)
Title I, Title IIA, IDEA, General Budget and 31A collectively pay for benefits (medical, dental and vision), competitive salaries and allow for numerous opportunities through PD (title IIa) to retain staff that focus on student achievement and are equip to promote academic and behavioral excellence in children. CCAE offers salaries that are comparable to those surrounding districts and charter schools and offers mentoring programs for new teachers and professional developments that target the needs of our population so they can be successful educators that grow children.

Professional Development (Title I, Title IIA, IDEA, General Budget)
Professional Development is offered and provided for all staff, from the lunch coordinator and office manager to the social worker, paraprofessionals and classroom/special teachers. The school leader and coach attend sessions provided by MDE and our management company TLG. Title I and IIA have line items allocated to professional developments that are listed in our SIP that address areas of weakness in data and promote best practices in strong Tier 1 instruction. Often times when teachers are off campus attending a PD sessions, substitutes need to be hired and their fees are paid for from the general fund. We have a small grant budget and what can't be covered in grants, the general budget will be charged the excess cost. IDEA funds help in providing information and research on how to

reach our Tier 3 and special education students. The school leader (general funds) and instructional coach (title I) also provide mini workshops on how to best educate our students.

Parent Involvement (Title I, Title IIA, 31A, General Funds, IDEA)
Title I budget funds a parent liaison to hold parent meetings and events, distribute information, contact parents and build/maintain relationships and assist with any concerns in regards to the improvement of CCAE. Our staff (which are paid from both general funds, IDEA, Title 1 and 31a) and are required to communicate with parents regularly and document it every two weeks. This is the expectation for teachers and support staff. We use SCHOOL REACH that is paid for from general funds to send real time communications to parents.

Preschool Transition (Title I, General Budget, 31A)
A team (school leader, social worker, parent liaison, kindergarten teacher and instructional coach) plans activities for parents of preschoolers and their parents during Kindergarten Round Up. Marketing tools (general budget) to advertise our school along with pamphlets to explain the importance of kindergarten readiness are discussed with parents and families are invited to eat lunch and spend time in the classroom during instruction. The school leader also meets with the families and students to discuss the vision and mission of CCAE.

Assessment Decisions (Title I, Title IIA, IDEA, General Budget, 31A)
All assessment decisions are made as a team at CCAE (special education and classroom teachers, paraprofessionals, social worker, instructional coach and school leader). We have a myriad of committee meetings and meet as a whole as a school improvement team. The assessments (DRA, Scantron, StudyIsland, IXL, RAZ-kids) that we utilized are paid through the general budget. We also provide training for the use of assessments via webinars, sessions and DVDs which are paid for with general funds. As the teachers and instructional coach along with the leader examines and analyzes the various forms of data after school and during prep times, salaries are being paid during the meeting times. All staff are brought in during meetings to discuss the strategies and activities in the SIP and their effectiveness and impact on students. 31A provides an substantial amount for RTI and DI materials for Tier I, II and III instruction (whole group and small group) and a paraprofessional's salary to provide push in and pull out for the implementation of RTI and PBIS.

Timely and Additional Assistance (Title I, Title IIA, IDEA, General Budget, 31A)
There is an urgency to meet the needs of students as soon as they arrive at CCA East. We screen them with Scantron, DRA and StudyIsland which are funded through the general budget. Teachers and instructional coach work diligently to complete all assessments within a week. Their salaries are supported from the general education and Title 1. After the completing the folder with all the necessary data, teacher and parent interviews, the teacher will meet with the administration team during data meetings and monthly RTI meetings where the general education teacher, special teacher education, instructional coach and school leader attend. After the student is tiered, their progress is monitored every four weeks with tools. Then interventions are changed according to the needs of the students which are best practices and games that are utilized during Tier I, II and III. During RTI, paraprofessionals along with teachers provide timely documented interventions which are paid through 31A and Title I. All staff are trained on the implementation of resources and programs through Title II A and Title I.

Coordination and Integration of Federal, State and Local Resources (Title I, Title IIA, IDEA, General Budget, 31A)
Coordination of funds have been critical in the success of the educational program at CCA East. We use all fiscal resources to meet the vision and mission of our school which is to Ignite. Excite. Educate. Excel. General funds are allocated to fund the assessment used to compile the CNA. After the data analysis of all of the forms of data is concluded, action plans are put in place that are documented in the SIP. The school leader, along with the coach make decisions with the input of the staff. As a result, resources are purchased from general budget and 31A. As the budget increases with enrollment, support staff are hired to assist implementation of RTI, D.I. and PBIS. Their salaries are funded through all the fiscal resources above. Professional development that is primarily paid with grant funds (Title I and IIa) allows areas for improvement to be addressed and new research and evidence based strategies to be shared with staff and administration. IDEA funds help with a portion of our special education teachers, allow us to purchase materials, technology and training to meet the needs

of our special needs students and Tier 3 students.

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.

CCA East provides free and reduced lunch at this time.

Evaluation:

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

CCA East meets regulary to discuss the school wide program and the information documented in the SIP. At the end of the year, stakeholders meet to review all four forms of data (academic, perception, process and demographic). At this time, we already have an idea on what aspects of the program need to be revised. A list begins towards the end of the year on what data (academic and behavior) need to be examined again, what program revisions need to be made and line items that must be added or deleted to the various budgets. The revisions are brought to the team to examine the results of data and what strategies/activities need to be increased or deleted from the SIP. The program evaluation tool will be utilized to evaluate the components of RTI.

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.

As we wait the result of M-Step we have a data rich system using local assessments to measure growth and declines. Scantron is administered three times a year along with DRA and a writing benchmark. Between those three benchmark periods, teachers use reports from Study Island, IXL and Readingatoz.com to drive instruction at a more diagnostic level with classroom pre and post tests. Teachers, instructional coach and school leader meet during data meetings, after the data has been analyzed by the teacher to complete reflection exercises highlighting changes in instruction, resource allocations, use of technology and more interventions during Tier I and RTI time.

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.

All students have personal targets within all the programs used to measure growth in Math, Reading and Writing. After the percentage of students meeting their targets are analyzed, we look at the strategies and activities used during instruction to remediate the large gap in mastery. Every four weeks, we meet regarding tiered students (I and II) using results of progress monitoring tools to determine of the interventions proposed are effective. Using the MDE evalation tool will also give us a more in depth look at our RTI program that is designed to increase the students who are furthest from their targets.

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?

This process is ongoing and continuous to ensure the school improvement cycle is present in all meetings that are planned which focus on our students. Gathering the data weekly through grade book reviews and data board displays, monthly from progress monitoring tools, quarterly from progress reports and report cards and multiple data meetings after benchmark assessments are given are systems documented. A planned agenda to answer the questions of effectiveness are a constant reminder of the school improvement process works during all this scheduled meetings. The plan is revised only when negative results of the data constitutes a change in our schoolwide program. We don't want to make changes haphazardly and unwisely when enough time or opportunity hasn't passed to implement a strategy or activity effectively and effeciently. Also, training and pd are essential in making sure that what is stated in the plan will be sustainable and

pervasive throughout all classrooms before we revise the plan.

School Improvement Plan 5-16-2016

Overview

Plan Name

School Improvement Plan 5-16-2016

Plan Description

Revisions made to SIP/Dates/Goals/Activities

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at CCA East Academy will be proficient in ELA (Reading and Writing) on the M-Step Assessment. All students will reach the growth taerget on NWEA.	Objectives: 1 Strategies: 8 Activities: 40	Academic	$326450
2	All Students at CCA East will adhere to the Positive Behavior Intervention Support System and fall within Tier 1.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	$4050
3	All students at CCA East Academy will be proficient on Mathematics M-Step Assessment. All students will reach their growth target on NWEA.	Objectives: 1 Strategies: 7 Activities: 30	Academic	$223350
4	All Students at CCA East Academy will be proficient in Social Studies on M-Step Assessment.	Objectives: 1 Strategies: 4 Activities: 20	Academic	$70500
5	All Students at CCA East Academy will be proficient on the Science M-Step Assessment.	Objectives: 1 Strategies: 4 Activities: 20	Academic	$80700

Goal 1: All students at CCA East Academy will be proficient in ELA (Reading and Writing) on the M-Step Assessment. All students will reach the growth taerget on NWEA.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in English Language Arts by 06/24/2022 as measured by M-Step Assessments, Various Summative assessments (Curriculum and Supplemental), NWEA, DRA and Writing Benchmarks along with StudyIsland.

Strategy 1:

Implementation of Response to Intervention with Fidelty - CCA East's staff will commit to the implementation of the RTI program with policies and processes that involve students, teachers, support staff and parents. The program will evaluated twice a year after data collected (both academic and behavioral surveys and reports). Students who fall below the Tier 1 cut scores after screening and diagnostic assessments are compiled will be referred to receive more targeted interventions. From 2:00-3:00 daily, students are tiered according to the results that highlight their areas of strengths and weaknesses. During that time, teachers and support staff are monitored to ensure RTI is being implemented with fidelity. Staff is trained during PLCs and PDs on the research the supports RTI and their role in the process. Also, materials are purchased to address the areas of concerns and progress monitoring should take place every 4-6 weeks to measure growth. RTI collaboration meeting are planned for every six weeks to discuss data.

Category: English/Language Arts

Research Cited: Response To Intervention Network

Tier: Tier 1

Activity - Continuous and Documented Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will assess students weekly and every four to six weeks on the address of concern. The team meets to analyze the data gathered within that time frame to determine if the interventions are effective.	Direct Instruction	Tier 2	Implement	09/05/2016	07/28/2017	$1000	General Fund	Instructional Coach, School Leader, Support Staff and General Education Teacher

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

D.I. will be planned to address all learners in all core subject areas to provide materials and strategies at the students' various ability levels. Students will work in groups and partners to increase mastery.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1000	General Fund	General Education Teacher, Support Staff, Instructional Coach and School Leader

Activity - Bi-Monthly RTI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).	Academic Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach

Activity - Reading games, manipulatives, leveled readers and various leveled materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multisensory activities will be used to increase mastery and increase engagement with students in core instruction and RTI time.	Materials	Tier 1	Implement	09/05/2016	07/28/2017	$2500	General Fund	Instructional Coach, instructional staff, support staff and administration

Activity - Documented Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).	Policy and Process	Tier 2	Evaluate	09/05/2016	07/28/2017	$0	No Funding Required	Administration, instructional coach, instructional and support staff

Activity - Book Studies/Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$350	General Fund	Instructional coach, staff and school leader

Activity - Use of Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and R.T.I. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$47000	Section 31a, Title I Part A	School leader, paraprofessionals, teachers, support staff and instructional coach

Strategy 2:

Strategic Planning and Execution of Differentiated Instruction - D.I. is expected to a part of sequence of instruction in all subject areas. Strategies will be monitored by instructional coach and school leader during walk thrus and paper audits such as grade books, lesson plans, maps and pacing guides alignment, etc. Pre and post tests will be administered to ensure that different methods of delivery are given to address all learners.

Category: English/Language Arts

Research Cited: Assessment and Student Success in a Differentiated Classroom by Carol Ann Tomlinson and Tonya R. Moon

Tier: Tier 1

Activity - D.I. Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$25000	Title II Part A, General Fund	School Leader, instructional staff, instructional coach, and support staff

Activity - Effective Use of Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$60000	Title I Part A	School leader and instructional coach

Activity - Use of Multiple Resources to Increase DI and Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Implement	09/05/2016	07/28/2017	$3000	General Fund	School leader, instructional coach, instructional and support staff

Activity - Use of Research and Evidence Based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, teachers, support staff

Strategy 3:

Technology Use to Integrate Reading and Writing with all Content Areas - To prepare students with Career and College Readiness, review prerequisite skills, address areas of deficient, increase engagement and incorporate technology into daily activities, technology will be a focus in upholding our mission of IGNITE. EXCITE. EDUCATE. EXCEL. Elmo projectors and smart boards are a part of lesson planning to model, present and review material. Laptop cart are available to all grades and twice a week students are expected to practice skills at their level on IXL, StudyIsland, Raz-Kids, etc.

Category: English/Language Arts

Research Cited: Educational Leadership Journals and Articles

Tier: Tier 1

Activity - Weekly Use of Evidence Based Software Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Monitor	09/05/2016	07/28/2017	$5000	Title I Part A	School leader, instructional staff, teachers, support staff

Activity - Utilize Assisted Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 1	Implement	09/05/2016	07/28/2017	$50000	General Fund	School leader, instructional coach and staff

Activity - Data Use for Lesson Delivery from Site Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningatoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$6500	Title I Part A	School leader, instructional coach and support staff

Activity - Naiku: Online Assessment Platform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core 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.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Supplemental Materials, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$2600	Section 31a	Teachers, instructional staff, instructional coach, school leader, corporate support

Strategy 4:

Data Driven Decision Making - Multiple data sources such as DRA, Global Scholar/Scantron, Study Island, MEAP, teacher made tests, formative and summative assessments are analyzed weekly and quarterly along with grade books, progress reports and report cards. After analysis of the data, adjustments are made to the instruction in Tier 1 and in the placing of students in Response To Intervention. Data is continually presented, examined, collected and discussed during staff meetings, professional developments, RTI meetings and teacher meetings with instructional coach and school leaders.

Category: English/Language Arts

Research Cited: Using DATA to Improve Student Achievement: A Handbook for Collecting, Organizing, Analyzing and Using Data by Deborah Wahlstorm

Tier: Tier 1

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach and administration team and support staff

Activity - Data Collection and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional staff, support staff and school leader

Activity - Collaboration with District Curriculum Coach/Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional coach and district coordinator

Activity - Use of Local, State and Summative/Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
M-Step, DRA, MLLP, NWEA, StudyIsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach, general teachers

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP 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.	Direct Instruction, Academic Support Program, Materials, Teacher Collaboration, Walkthrough, Technology, Policy and Process, Supplemental Materials, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$10000	Section 31a	SIP coach, instructional coach, teachers, support staff and school leader

Strategy 5:

Monthly Community and Family Engagement - To make a meaningful connection with our community and parents, meetings and seminars are planned to educate them on the vision and mission of the school and strategies on how to improve student achievement. Literature will be distributed to parents, presenters will present information and teachers will mingle and confer with families on how to increase academic progress in all areas.

Category: English/Language Arts

Research Cited: Joyce Epstein's Literature on Parent Involvement and Engagement

Tier: Tier 1

Activity - Monthly Reading Events and Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress. | Parent Involvement | Tier 1 | Implement | 09/05/2016 | 07/28/2017 | $6500 | Title I Part A | School leader, instructional coach, staff |

Activity - Distribute Literature to Inform Parents on ELA Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Implement	09/05/2016	07/28/2017	$1500	Title I Part A	School leader, instructional coach and instructional and support staff

Activity - Assistance from Agencies to Present to Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Implement	09/05/2016	07/28/2017	$3500	Title I Part A	School leader, instructional coach, contractual services and staff

Activity - Professional Development on Parental and Community Relationship	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach and support staff

Strategy 6:

Effective and Quality Tier 1 Instruction - There is a heightened focus on strengthening Tier 1 Instruction to increase mastery and decrease the RTI referrals in tier 2 and 3. Best practices will be evident in planning and delivery when implementing Differentiated Instruction in all content areas. 80% of the students are expected to reach mastery as a result of strong and explicit instruction.

Category: English/Language Arts

Research Cited: How To Create and Use Rubrics for Formative Assessment and Grading by Susan M. Brookhart, Best Practice: Today's Standards for Teaching and Learning in America's Schools (Reading, Writing, Mathematics, Science, Social Studies, The Arts), Engaging Teachers In Classroom Walkthroughs by Donald S.

Kachur, Judith A. Stout and Claudia L. Edwards, Higher Order Thinking: Increasing the Rigor of LEARNING-FOCUSED Lessons
Tier: Tier 1

Activity - Effective Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Monitor	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional coach and instructional staff

Activity - Increase Levels of Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, district coach and instructional coach

Activity - Weekly Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use graphic organizers when modeling and displaying mastery.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$1000	General Fund	School leader, instructional staff, instructional coach and district coach

Activity - Regular Walkthroughs and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/05/2016	07/28/2017	$60000	Title I Part A	School leader, instructional staff, instructional coach and district coach

Activity - Teach Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional staff, instructional coach and district coach

Activity - Incorporate Writing and Reading in all Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Monitor	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional staff, instructional coach and district coach

Activity - Use of Rubrics/Checklists for Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional staff, instructional coach and district coach

Activity - Use of Bloom's Taxonomy Thinking/Questioning Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional staff, instructional coach and district coach

Activity - Daily Modeling of Reading and Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional staff, instructional coach and district coach

Strategy 7:

Promote Full Inclusion - CCA East promotes full inclusion and ensures that special education students and students who struggle are provided a quality education and are exposed to same instruction, resource and staff.

Category: English/Language Arts

Research Cited: Wayne Resa, various research articles, professional development, TLGs Inclusion Philosophy

Tier: Tier 1

Activity - Professional Development on Full Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	Title I Part A, No Funding Required	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals

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

| Gen Ed, Spec Ed, and support staff will meet on Fridays to plan for effective instruction. | Teacher Collaboration | Tier 1 | Implement | 09/05/2016 | 07/28/2017 | $0 | No Funding Required | School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker |

Activity - Professional Development on Co-Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wayne RESA, BER and other entities will be avenues used to educate the staff on the benefits of Co-planning and how it benefits students.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	Title I Part A	School leader, instructional staff, instructional coach and district coach

Activity - Monitoring from Instructional Coach and School Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There are various documents in place at the school level to ensure full inclusion is implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader and instructional coach

Activity - Use of Multiple Materials and Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be monitored to ensure they are using multi sensory materials and strategies to ensure full inclusion is being implemented with fidelity.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$10000	Title I Part A	School leader, instructional staff, instructional coach and district coach

Strategy 8:

ELA Coach/Corporate Support - An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction.

Category: English/Language Arts

Research Cited: MDE

Tier: Tier 1

Activity - Quarterly Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 for reteaching and retesting.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	Instructional Coach, teachers, paraprofessionals, ELA coach

Activity - Observations and Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Direct Instruction, Academic Support Program, Materials, Teacher Collaboration, Walkthrough	Tier 1	Implement	09/05/2016	07/28/2017	$10000	Section 31a	ELA coach, instructional coach, teachers and school leader

Goal 2: All Students at CCA East will adhere to the Positive Behavior Intervention Support System and fall within Tier 1.

Measurable Objective 1:

demonstrate a behavior of being respectful, responsible, kind and safe by 06/23/2017 as measured by LEADS data, classroom flip charts (color system) and teacher made incentive boards.

Strategy 1:

Effective Implementation of PBIS - The Positive Behavior Intervention Support will be promoted, encouraged and monitored by the PBS team, teachers, special education teacher, support staff, instructional coach and school leader. Monthly parties with various themes are planned to celebrate students "good behavior" with minimal card flips and color changes. Incentives are given within the classroom on a weekly and daily basis as well to acknowledge the behavior expectations. Reports are generated from SWIS, referrals are inserted into POWERSCHOOL and the information is shared with staff to discover when and where the offenses are occurring and by whom.

Category: School Culture

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support

Tier: Tier 1

Activity - PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Off site PDs and a beginning of the year PD given by Chris McEvoy to the staff (on site campus) to ensure full implementation of the program to promote an atmosphere of respect, safety and responsibility. In addition, the PBIS team also provides frequently presentations on the PBIS program and discussions on the evaluation of the program (progress as well) are planned during staff meetings and PD days.	Professional Learning	Tier 1	Monitor	09/05/2016	07/28/2017	$1200	Title II Part A	School leader, Instructional coach, PBS Team, Teachers and support staff

Activity - Monthly PBIS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBS team meet monthly to discuss SWIS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.	Teacher Collaboration	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, PBS Team, teachers and support staff

Activity - Multiple Resources to Support PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Motivational materials are purchased to encourage students to uphold the rules and expectations. Posters are created, incentives are bought, rewards are distributed for exemplary behavior as well.	Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$650	General Fund	School leader and PBIS team

Activity - Daily Schoolwide Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There are multiple reminders of the PBIS program expectations throughout CCA East with daily announcements, bulletin boards, the color system in classrooms and the referral system and incentives to support high standards of teaching, learning and behavior.	Behavioral Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, teachers, support staff and students

Strategy 2:

Use of Data to Drive Instruction - Due to the correlation with academic and behavior issues, teachers chart daily card flips and behavior progress of the students and provide the PBS team with the data. Many times teachers detect that certain students' exhibit behavior during certain times of the day. On a monthly basis, teachers often examine the patterns of behavior and change times in instruction, change seating charts and adjust times certain content areas are taught.

Category: School Culture

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support

Tier: Tier 1

Activity - Utilize LEADS System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To execute PBIS with fidelity, the SWIS data storage system is utilized every year to gather information related to referrals. The data is compiled on a weekly basis to decipher when behavior will occur, who referred them, how often, consequences administered, etc.	Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$2000	General Fund	Special education teacher, social worker, school leader

Activity - Implementation of Behavior Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior plans are created to curtail undesirable behavior and monitor the reoccurring behaviors. Parents, teachers and support staff meet with the school leader to agree on the outcomes expected for the students' behavior on a daily basis.	Teacher Collaboration	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	PBIS Team, School leader, instructional coach, teachers, social workers and special education

Activity - Revision of Classroom Management Plans and Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers will create a classroom management plan to detail the rules, policies and procedures that will guide students to a successful school year. The plan will be revised and examined throughout the year to make the necessary changes to address the needs of the students to increase positive behavior and elevate achievement.	Behavioral Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	Teachers, school leader, instructional coach, support staff

Strategy 3:

Create and Maintain a Positive and Supportive Climate and Culture - Various strategies will be used to ensure a harmonious environment with staff and students inside and outside the classroom, such as recess, specials classes and hallways.

Category: School Culture

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support

Tier: Tier 1

Activity - Weekly Student of the week Posters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, parents, students and staff celebrate their children, students and peers by discussing the important elements in their life with a poster that is displayed in the hallway.	Behavioral Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$200	General Fund	School leader, instructional coach, teachers, support staff

Activity - PBS School Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly, the PBIS team selects a theme to support our dedication to the program with input from all stakeholders. The theme chosen is conveyed creatively with an oversized bulletin board with decorations and a message displayed to parents, students and staff.	Behavioral Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	PBIS, school leader, instructional coach, teachers

Activity - +300 Plus Club for NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The staff motivates students to grow 300 points or more on Global Scholar/Scantron with daily reminders and announcements. When this is accomplished, the students' pictures are attached to a message to encourage other students to score higher on the next round of testing. | Academic Support Program | Tier 1 | Monitor | 09/05/2016 | 07/28/2017 | $0 | General Fund | School leader, teachers and instructional coaches |

Activity - Positive Reinforcements on Morning Announcements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every morning, students receive words of encouragement through the announcements and student of the week helps the with the announcement as well as a way to celebrate them.	Behavioral Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional staff, instructional coach and district coach

Goal 3: All students at CCA East Academy will be proficient on Mathematics M-Step Assessment. All students will reach their growth target on NWEA.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Mathematics by 06/24/2022 as measured by NWEA, M-Step Assessments, Summative Assessments, IXL and StudyIsland.

Strategy 1:

Implementation of Response to Intervention with Fidelty - CCA East's staff will commit to the implementation of the RTI program with policies and processes that involve students, teachers, support staff and parents. The program will evaluated twice a year after data collected (both academic and behavioral surveys and reports). Students who fall below the Tier 1 cut scores after screening and diagnostic assessments are compiled will be referred to receive more targeted interventions. From 2:00-3:00 daily, students are tiered according to the results that highlight their areas of strengths and weaknesses. During that time, teachers and support staff are monitored to ensure RTI is being implemented with fidelity. Staff is trained during PLCs and PDs on the research the supports RTI and their role in the process. Also, materials are purchased to address the areas of concerns and progress monitoring should take place every 4 -6 weeks to measure growth. RTI collaboration meeting are planned for every six weeks to discuss data.

Category: Mathematics

Research Cited: Response to Intervention Network

Tier: Tier 1

Activity - Continuous and Documented Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RTI folders and discussed in the RTI meetings and data meeting with coach, teacher and leader.	Direct Instruction	Tier 2	Implement	09/05/2016	07/28/2017	$1000	General Fund	Instructional Coach, School Leader, Support Staff and General Education Teacher

Activity - Daily Tiered Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weakness identified in Scantron/Global Scholar, DRA, MEAP (SBAC), Study Island, Raz-kids an other teacher materials. During the times of 3:00-4:00 p.m. students worked in tiered groups on Math, Reading, ELA, Science and Social Studies on deficient areas with games and multi-sensory interventions.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$1000	General Fund	School leader, instructional coach, teachers and support staff

Activity - Bi-Monthly RTI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader along with the instructional coach and RTI team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for improvement.	Academic Support Program	Tier 2	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach

Activity - Use of math games, manipulatives and Literacy Connections to Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| To support, RTI and DI, research and evidence based research activities, games and interventions are critical tools utilized daily to engage students and help narrow the gap achievement for ALL learners. | Materials | Tier 1 | Monitor | 09/05/2016 | 07/28/2017 | $2500 | General Fund | School leader, teachers, instructional coach and support staff |

Activity - Documented Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed, to monitor strategies being used and plan for the next steps of implementation of techniques that directly highlight the areas of improvement.	Policy and Process	Tier 2	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, teachers and support staff

Activity - Professional Development on Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA East to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach, teachers and support staff

Strategy 2:

Strategic Planning and Execution of Differentiated Instruction - n/a

Category: Mathematics

Research Cited: Best Practice: Bringing Standards to Life in America's Classrooms by Steven Zemelman, Harvey "Smokey" Daniels and Arthur Hyde and Assessment and Student Success in a Differentiated Classroom by Carol Ann Tomlinson and Tonya R. Moon

Tier: Tier 1

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

School leader will plan for off and on site campus PD opportunities for all staff to ensure effective implementation of D.I.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$1500	General Fund	School leader, instructional coach, teachers and support staff

Activity - Effective Use of Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$60000	Title I Part A	School leader and instructional coach

Activity - Use of Multiple Resources to Increase DI and Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$3000	General Fund	School leader, instructional coach and support staff

Activity - Use of Research and Evidence Based Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional staff and instructional coach and support staff

Activity - Book Studies/Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| School leader and coach research articles, books and various literature that expound on poverty, mastery of content, test taking strategies, DI, RTI, Best Practices, Climate/Culture and improving instruction. Instructional and support staff will present using PowerPoint to staff on a monthly basis during staff meetings and professional developments as well. | Professional Learning | Tier 1 | Monitor | 09/05/2016 | 07/28/2017 | $350 | General Fund | School leader and instructional coach |

Strategy 3:

Technology Use to Integrate Reading with all Content Areas/Math - n/a

Category: Mathematics

Research Cited: Educational Leadership Journal and Articles

Tier: Tier 1

Activity - Weekly use of Evidence Based Software Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Monitor	09/05/2016	07/28/2017	$5000	Title I Part C	School leader, instructional coach, support and instructional staff

Activity - Utilize Assisted Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 2	Implement	09/05/2016	07/28/2017	$50000	General Fund	School leader, instructional staff and instructional coach and support staff

Activity - Data Use for Lesson Delivery from Site Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reports from IXL, ABC Mouse, StudyIsland, NWEA, Learningatoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Implement	09/05/2016	07/28/2017	$6500	Title I Part A	School leader, instructional leader and coach and support staff

Strategy 4:

Data Driven Decision Making - Multiple data sources such as DRA, Global Scholar/Scantron, Study Island, MEAP, teacher made tests, formative and summative assessments are analyzed weekly and quarterly along with grade books, progress reports and report cards. After analysis of the data, adjustments are made to the instruction in Tier 1 and in the placing of students in Response To Intervention. Data is continually presented, examined, collected and discussed during staff meetings, professional developments, RTI meetings and teacher meetings with instructional coach and school leaders.

Category:
Research Cited: Using DATA to Improve Student Achievement: A Handbook for Collecting, Organizing, Analyzing and Using Data by Deborah Wahlstrom
Tier: Tier 1

Activity - Data Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Implement	09/02/2015	06/17/2016	$0	General Fund	School leader, instructional staff and instructional coach and support staff

Activity - Data Collection and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional leader, instructional coach and support staff

Activity - Collaboration with District Curriculum Coach/Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional coach and support staff

Activity - Use of Local, State and Summative/Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MEAP, DRA, MLLP, NWEA, StudyIsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach and support staff

Strategy 5:

Monthly Community and Family Engagement - Monthly Community and Family Engagement - To make a meaningful connection with our community and parents, meetings and seminars are planned to educate them on the vision and mission of the school and strategies on how to improve student achievement. Literature will be distributed to parents, presenters will present information and teachers will mingle and confer with families on how to increase academic progress in all areas.

Category: Mathematics

Research Cited: Joyce Epstein's Literature on Parent Involvement and Engagement

Tier: Tier 1

Activity - Monthly Math Events and Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The leader along with the math committee will plan and develop activities that help educate parents on the mission and vision of CCA East and strategies to practice at home to help students' scores excel in math. SVSU assists us as well in informing parents on the academic goals that will strengthen students abilities to become productive members of society.	Parent Involvement	Tier 1	Monitor	09/05/2016	07/28/2017	$6500	Title I Part A	School leader, instructional coach and instructional and support staff

Activity - Distribute Literature to Inform Parents on Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Implement	09/05/2016	07/28/2017	$1500	Title I Part A	School leader, instructional coach, parent liaison and staff

Activity - Assistance from Agencies to Present to Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Implement	09/05/2016	07/28/2017	$3500	Title I Part A	School leader, instructional coach and staff

Strategy 6:

Effective and Quality Tier 1 Instruction - Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.

Category: Mathematics

Research Cited: Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Pratice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde and How To Create and Use Rubrics for Formative Assessment and Grading by Susan M. Brookhart

Tier: Tier 1

Activity - Effective Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements,sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional coach and instructional/support staff

Activity - Increase Levels of Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach and staff

Activity - Weekly Use of Mathematical Graphic Organizers to Help Problem Solve	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use graphic organizers when modeling and displaying mastery	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1000	General Fund	School leader, instructional coach and instructional and support staff

Activity - Regular Walkthroughs and Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/05/2016	07/28/2017	$60000	Title I Part A	School leader, instructional coach and instructional staff

Activity - Teach Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	Other	School leader, instructional staff and coach

Activity - Incorporate Math Problem Solving Skills in all Content Areas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilizing problem solving skills across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional coach and instructional staff and support

Activity - USe of Rubrics/Checklists for Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional staff and coach

Strategy 7:

Math Coach - A Math coach will be contracted to provide job embedded professional development to teachers in best practices for mathematics instruction.

Category: Mathematics

Research Cited: Various Book Studies/Marzano

Tier: Tier 1

Activity - Use of Instructional Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.	Academic Support Program, Teacher Collaboration, Walkthrough, Technology, Policy and Process, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$10000	Section 31a	Math coach, instructional coach, teachers, support staff and school leader

Activity - Observations and Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Direct Instruction, Academic Support Program, Professional Learning, Teacher Collaboration, Walkthrough, Technology, Policy and Process, Curriculum Development	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	No Funding Required	Math coach, instructional coach, teachers and school leader

Goal 4: All Students at CCA East Academy will be proficient in Social Studies on M-Step Assessment.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Social Studies by 07/28/2017 as measured by M-STEP, NWEA, Summative Assessments, StudyIsland, DRA, and Teacher made assesssments as well..

Strategy 1:

Increase of Informational Text in All Content Areas - The utilizing of informational text will be embedded throughout all subject areas to strengthen students

understanding of technicial texts in the Common Core. There will be an increase in the monitoring and the expectations in planning for more integration of all the

subject arease around the standards and skills that are connected to informational text.

Category: Social Studies

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

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

Hyde

Tier: Tier 1

Activity - More Focus and Emphasis on History, Timelines and Biographies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$500	Title I Part A	School leader, instructional coach, support staff and instructional staff

Activity - Subscriptions to Various Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/05/2016	07/28/2017	$1500	General Fund	School leader, instructional and support staff and instructional coach

Activity - Use of Leveled Readers to Increase Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$3000	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Quarterly Presentations and Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every acard marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1000	General Fund	School leader, instructional coach, support staff and instructional staff

Strategy 2:

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

Category: Social Studies

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

Activity - Make Connections to Real Life Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences,to elevate student growth.	Technology	Tier 1	Implement	09/05/2016	07/28/2017	$2500	General Fund	School leader, instructional coach, support staff and instructional staff

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

| StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiousity and engagement for students. | Direct Instruction | Tier 1 | Implement | 09/05/2016 | 07/28/2017 | $1500 | Title I Part A | School leader, instructional coach, support staff and instructional staff |

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach, support staff and instructional staff

Strategy 3:

Increase in Best Practices and Tier 1 Instruction - Teacher will develop plans with key components that improve student learning through documentation of essential questions,

marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will be monitored along with student growth

during the instructional learning cycles to measure the use and effectiveness of the strategies being used to ensure 80% of students reach mastery.

Category: Social Studies

Research Cited: Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Pratice-4th Edition: Bringing Standards to Life

in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

Activity - Partner/Student Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple sources of research state the importance of collaboration betwen students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

Activity - Use of Marzano's Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCAE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$500	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Daily use of Bloom's Taxonomy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Build Background Knowledge/Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, instructional and support staff

Activity - Promote ELA and Math in Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Marzano Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will recieve Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelty.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Weekly Hands On Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$10000	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Use of Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a weel and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

Activity - Explicit Planning of Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

Strategy 4:

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

Category: Social Studies

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

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$15000	Section 31a	School leader, instructional coach, teachers

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$15000	Title I Part A	School leader, instructional coach, and staff

Activity - Off Campus Experiences/Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, coach and staff

Activity - Daily Response To Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From 2-3 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$5000	Title I Part A	School leader, instructional staff and support staff

Goal 5: All Students at CCA East Academy will be proficient on the Science M-Step Assessment.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Science by 07/28/2017 as measured by M-STEP, NWEA, Summative Assessments, StudyIsland, and Teacher made assesssments as well..

Strategy 1:

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

Category: Science

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

Tier: Tier 1

Activity - More Focus and Emphasis on Science in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1200	General Fund	School leader, instructional coach and instructional staff

Activity - Subscriptions to Various Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/05/2016	07/28/2017	$3000	Title I Part A	School leader, instructional staff and support staff along with the instructional coach

Activity - Use of Leveled Reader to Increase Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Supplemental Materials	Tier 2	Implement	09/05/2016	07/28/2017	$2000	Title I Part A	School leader, instructional staff and coach

Activity - Quarterly Presentations and Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every acard marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach and instructional/support staff

Strategy 2:

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

Category: Science

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

Activity - Make Connections to Real Life Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences,to elevate student growth.	Technology	Tier 1	Implement	09/05/2016	07/28/2017	$2500	General Fund	School leader, instructional coach and instructional staff

Activity - Use Software Licenses to Increase Engagement and Visualizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiousity and engagement for students.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1500	Title I Part A	School leader, coach and instructional staff

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Getting Ready	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach and staff

Strategy 3:

Increase in Best Practices and Tier 1 Instruction - Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will be monitored along with student growth during the instructional learning cycles to measure the use and effectiveness of the strategies being used to ensure 80% of students reach mastery.

Category: Science

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

Tier: Tier 1

Activity - Partner/Student Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	School leader and instructional coach and staff

Activity - Use of Marzano's Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCAE uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$500	General Fund	School leader, instructional staff and support staff

Activity - Daily use of Bloom's Taxonomy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering. | Direct Instruction | Tier 1 | Monitor | 09/05/2016 | 07/28/2017 | $0 | No Funding Required | School leader, instructional coach and teaching staff |

Activity - Build Background Knowledge/Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional staff and coach

Activity - Promote ELA and Math in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach and teaching staff

Activity - Marzano Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will recieve Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Policy and Process	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach and teaching staff

Activity - Weekly Hands On Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$10000	General Fund	School leader, instructional coach and teaching staff

Activity - Use of Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Evaluate	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach, teaching and support staff

Activity - Explicit Planning of Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	No Funding Required	School leader, instructional coach and teaching and support staff

Strategy 4:

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

Category: Science

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

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$15000	Section 31a	School leader, instructional coach and leader

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

| After school program will use various sources of data to provide research and evidence based interventions. | Academic Support Program | Tier 2 | Implement | 09/05/2016 | 07/28/2017 | $10000 | Title I Part A | School leader, support staff and instructional staff |

Activity - Off Campus Experiences/Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/05/2016	07/28/2017	$5000	General Fund	School leader, instructional coach and staff

Activity - Daily Response To Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From 2-3 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Monitor	09/05/2016	07/28/2017	$15000	Title I Part A	School leader, instructional coach and instructional/support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Use of Evidence Based Software Licenses	Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Monitor	09/05/2016	07/28/2017	$5000	School leader, instructional staff, teachers, support staff
Distribute Literature to Inform Parents on Math Strategies	Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Implement	09/05/2016	07/28/2017	$1500	School leader, instructional coach, parent liaison and staff
Assistance from Agencies to Present to Families	Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Implement	09/05/2016	07/28/2017	$3500	School leader, instructional coach, contractual services and staff
Data Use for Lesson Delivery from Site Licenses	Reports from IXL, ABC Mouse, StudyIsland, NWEA, Learningatoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Implement	09/05/2016	07/28/2017	$6500	School leader, instructional leader and coach and support staff
Regular Walkthroughs and Feedback	Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/05/2016	07/28/2017	$60000	School leader, instructional coach and instructional staff

Use Software Licenses to Increase Engagement and Visualizing	StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiousity and engagement for students.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1500	School leader, instructional coach, support staff and instructional staff
Regular Walkthroughs and Feedback	Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.	Walkthrough	Tier 1	Monitor	09/05/2016	07/28/2017	$60000	School leader, instructional staff, instructional coach and district coach
Subscriptions to Various Resources	Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/05/2016	07/28/2017	$3000	School leader, instructional staff and support staff along with the instructional coach
After School Tutoring	After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$15000	School leader, instructional coach, and staff
Professional Development on Full Inclusion	Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals

Effective Use of Instructional Coach	The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$60000	School leader and instructional coach
After School Tutoting	After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$10000	School leader, support staff and instructional staff
Daily Response To Intervention Time	From 2-3 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional staff and support staff
Use of Paraprofessionals	31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and R.T.I. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$25000	School leader, paraprofessionals, teachers, support staff and instructional coach
More Focus and Emphasis on History, Timelines and Biographies	Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$500	School leader, instructional coach, support staff and instructional staff
Use of Multiple Materials and Strategies	Teachers will be monitored to ensure they are using multi sensory materials and strategies to ensure full inclusion is being implemented with fidelity.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$10000	School leader, instructional staff, instructional coach and district coach

Effective Use of Instructional Coach	The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$60000	School leader and instructional coach
Use Software Licenses to Increase Engagement and Visualizing	StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiousity and engagement for students.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1500	School leader, coach and instructional staff
Distribute Literature to Inform Parents on ELA Strategies	Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.	Parent Involvement	Tier 1	Implement	09/05/2016	07/28/2017	$1500	School leader, instructional coach and instructional and support staff
Monthly Reading Events and Activities	Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.	Parent Involvement	Tier 1	Implement	09/05/2016	07/28/2017	$6500	School leader, instructional coach, staff
Assistance from Agencies to Present to Families	Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Implement	09/05/2016	07/28/2017	$3500	School leader, instructional coach and staff
Daily Response To Intervention Time	From 2-3 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Monitor	09/05/2016	07/28/2017	$15000	School leader, instructional coach and instructional/support staff
Data Use for Lesson Delivery from Site Licenses	Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningatoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.	Supplemental Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$6500	School leader, instructional coach and support staff

Professional Development on Co-Planning	Wayne RESA, BER and other entities will be avenues used to educate the staff on the benefits of Co-planning and how it benefits students.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional staff, instructional coach and district coach
Monthly Math Events and Activities	The leader along with the math committee will plan and develop activities that help educate parents on the mission and vision of CCA East and strategies to practice at home to help students' scores excel in math. SVSU assists us as well in informing parents on the academic goals that will strengthen students abilities to become productive members of society.	Parent Involvement	Tier 1	Monitor	09/05/2016	07/28/2017	$6500	School leader, instructional coach and instructional and support staff
Use of Leveled Reader to Increase Reading Skills	Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Supplemental Materials	Tier 2	Implement	09/05/2016	07/28/2017	$2000	School leader, instructional staff and coach

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Professional Development	Off site PDs and a beginning of the year PD given by Chris McEvoy to the staff (on site campus) to ensure full implementation of the program to promote an atmosphere of respect, safety and responsibility. In addition, the PBIS team also provides frequently presentations on the PBIS program and discussions on the evaluation of the program (progress as well) are planned during staff meetings and PD days.	Professional Learning	Tier 1	Monitor	09/05/2016	07/28/2017	$1200	School leader, Instructional coach, PBS Team, Teachers and support staff
D.I. Professional Development Sessions	Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$10000	School Leader, instructional staff, instructional coach, and support staff

General Fund

School Improvement Plan

Cesar Chavez Academy Elementary East

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Continuous and Documented Progress Monitoring	Teachers and support staff will assess students weekly and every four to six weeks on the address of concern. The team meets to analyze the data gathered within that time frame to determine if the interventions are effective.	Direct Instruction	Tier 2	Implement	09/05/2016	07/28/2017	$1000	Instructional Coach, School Leader, Support Staff and General Education Teacher
Data Team Meetings	Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Implement	09/02/2015	06/17/2016	$0	School leader, instructional staff and instructional coach and support staff
Professional Development on Response to Intervention	Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA East to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach, teachers and support staff
Use of math games, manipulatives and Literacy Connections to Math	To support, RTI and DI, research and evidence based research activities, games and interventions are critical tools utilized daily to engage students and help narrow the gap achievement for ALL learners.	Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$2500	School leader, teachers, instructional coach and support staff
Professional Development on Parental and Community Relationship	Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach and support staff
Daily Tiered Instruction	Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weakness identified in Scantron/Global Scholar, DRA, MEAP (SBAC), Study Island, Raz-kids an other teacher materials. During the times of 3:00-4:00 p.m. students worked in tiered groups on Math, Reading, ELA, Science and Social Studies on deficient areas with games and multi-sensory interventions.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$1000	School leader, instructional coach, teachers and support staff

Use of Leveled Readers to Increase Reading Skills	Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$3000	School leader, instructional coach, support staff and instructional staff
Incorporate Writing and Reading in all Content Areas	Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional staff, instructional coach and district coach
Weekly Hands On Activities	There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$10000	School leader, instructional coach and teaching staff
Quarterly Presentations and Projects	Once every acard marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1000	School leader, instructional coach, support staff and instructional staff
Collaboration with District Curriculum Coach/Coordinator	Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach and support staff
Use of Multiple Resources to Increase DI and Mastery	After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$3000	School leader, instructional coach and support staff
Subscriptions to Various Resources	Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	09/05/2016	07/28/2017	$1500	School leader, instructional and support staff and instructional coach

Utilize LEADS System	To execute PBIS with fidelity, the SWIS data storage system is utilized every year to gather information related to referrals. The data is compiled on a weekly basis to decipher when behavior will occur, who referred them, how often, consequences administered, etc.	Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$2000	Special education teacher, social worker, school leader
PBS School Wall	Quarterly, the PBIS team selects a theme to support our dedication to the program with input from all stakeholders. The theme chosen is conveyed creatively with an oversized bulletin board with decorations and a message displayed to parents, students and staff.	Behavioral Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	PBIS, school leader, instructional coach, teachers
Teach Academic Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional staff, instructional coach and district coach
Multiple Resources to Support PBIS	Motivational materials are purchased to encourage students to uphold the rules and expectations. Posters are created, incentives are bought, rewards are distributed for exemplary behavior as well.	Materials	Tier 1	Monitor	09/05/2016	07/28/2017	$650	School leader and PBIS team
Book Studies/Professional Learning Communities	After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$350	Instructional coach, staff and school leader
Book Studies/Professional Learning Communities	School leader and coach research articles, books and various literature that expound on poverty, mastery of content, test taking strategies, DI, RTI, Best Practices, Climate/Culture and improving instruction. Instructional and support staff will present using PowerPoint to staff on a monthly basis during staff meetings and professional developments as well.	Professional Learning	Tier 1	Monitor	09/05/2016	07/28/2017	$350	School leader and instructional coach
Collaboration with District Curriculum Coach/Coordinator	Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach and district coordinator

Use of Marzano's Strategies	CCAE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$500	School leader, instructional coach, support staff and instructional staff
Technology Professional Development	Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Getting Ready	09/05/2016	07/28/2017	$5000	School leader, instructional coach and staff
Revision of Classroom Management Plans and Techniques	At the beginning of the school year, teachers will create a classroom management plan to detail the rules, policies and procedures that will guide students to a successful school year. The plan will be revised and examined throughout the year to make the necessary changes to address the needs of the students to increase positive behavior and elevate achievement.	Behavioral Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$0	Teachers, school leader, instructional coach, support staff
Data Collection and Feedback	A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional staff, support staff and school leader
Utilize Assisted Technology	Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 2	Implement	09/05/2016	07/28/2017	$50000	School leader, instructional staff and instructional coach and support staff
Make Connections to Real Life Application	Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences,to elevate student growth.	Technology	Tier 1	Implement	09/05/2016	07/28/2017	$2500	School leader, instructional coach, support staff and instructional staff

Make Connections to Real Life Application	Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences,to elevate student growth.	Technology	Tier 1	Implement	09/05/2016	07/28/2017	$2500	School leader, instructional coach and instructional staff
Use of Bloom's Taxonomy Thinking/Questioning Skills	Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional staff, instructional coach and district coach
Weekly Use of Graphic Organizers	Students and teachers will use graphic organizers when modeling and displaying mastery.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$1000	School leader, instructional staff, instructional coach and district coach
Off Campus Experiences/Field Trip	Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach and staff
Use of Local, State and Summative/Formative Assessments	M-Step, DRA, MLLP, NWEA, StudyIsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach, general teachers
+300 Plus Club for NWEA	The staff motivates students to grow 300 points or more on Global Scholar/Scantron with daily reminders and announcements. When this is accomplished, the students' pictures are attached to a message to encourage other students to score higher on the next round of testing.	Academic Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, teachers and instructional coaches
Quarterly Presentations and Projects	Once every acard marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach and instructional/support staff

Weekly Hands On Activities	There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$10000	School leader, instructional coach, support staff and instructional staff
Daily Tiered Instruction	D.I. will be planned to address all learners in all core subject areas to provide materials and strategies at the students' various ability levels. Students will work in groups and partners to increase mastery.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1000	General Education Teacher, Support Staff, Instructional Coach and School Leader
Promote ELA and Math in Social Studies	Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach, support staff and instructional staff
Data Collection and Feedback	A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional leader, instructional coach and support staff
Effective Lesson Planning	Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach and instructional staff
Marzano Professional Development Sessions	Teachers will recieve Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelty.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach, support staff and instructional staff

Continuous and Documented Progress Monitoring	Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RTI folders and discussed in the RTI meetings and data meeting with coach, teacher and leader.	Direct Instruction	Tier 2	Implement	09/05/2016	07/28/2017	$1000	Instructional Coach, School Leader, Support Staff and General Education Teacher
D.I. Professional Development Sessions	School leader will plan for off and on site campus PD opportunities for all staff to ensure effective implementation of D.I.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$1500	School leader, instructional coach, teachers and support staff
Incorporate Math Problem Solving Skills in all Content Areas	Students will utilizing problem solving skills across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach and instructional staff and support
Use of Multiple Resources to Increase DI and Mastery	After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.	Supplemental Materials	Tier 1	Implement	09/05/2016	07/28/2017	$3000	School leader, instructional coach, instructional and support staff
Marzano Professional Development Sessions	Teachers will recieve Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Policy and Process	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach and teaching staff
Use of Local, State and Summative/Formative Assessments	MEAP, DRA, MLLP, NWEA, StudyIsland, and WIDA will be used as assessments to measure and monitor the student's growth.	Academic Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach and support staff

Technology Professional Development	Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, instructional coach, support staff and instructional staff
Off Campus Experiences/Field Trip	Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	09/05/2016	07/28/2017	$5000	School leader, coach and staff
Effective Lesson Planning	Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements,sequence of instruction and higher order thinking skills.	Policy and Process	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	School leader, instructional coach and instructional/support staff
Weekly Student of the week Posters	Teachers, parents, students and staff celebrate their children, students and peers by discussing the important elements in their life with a poster that is displayed in the hallway.	Behavioral Support Program	Tier 1	Implement	09/05/2016	07/28/2017	$200	School leader, instructional coach, teachers, support staff
Weekly Use of Mathematical Graphic Organizers to Help Problem Solve	Students and teachers will use graphic organizers when modeling and displaying mastery	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1000	School leader, instructional coach and instructional and support staff
Use of Marzano's Strategies	CCAE uses Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$500	School leader, instructional staff and support staff
Reading games, manipulatives, leveled readers and various leveled materials	Multisensory activities will be used to increase mastery and increase engagement with students in core instruction and RTI time.	Materials	Tier 1	Implement	09/05/2016	07/28/2017	$2500	Instructional Coach, instructional staff, support staff and administration

More Focus and Emphasis on Science in ELA	Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$1200	School leader, instructional coach and instructional staff
D.I. Professional Development Sessions	Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$15000	School Leader, instructional staff, instructional coach, and support staff
Utilize Assisted Technology	Technology will be used in various forms to engage the learners and meet them at their ability level.	Technology	Tier 1	Implement	09/05/2016	07/28/2017	$50000	School leader, instructional coach and staff
Daily use of Bloom's Taxonomy	Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach, support staff and instructional staff

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly use of Evidence Based Software Licenses	Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Monitor	09/05/2016	07/28/2017	$5000	School leader, instructional coach, support and instructional staff

Other

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

Teach Academic Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional staff and coach

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Improvement Coach	The SIP 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.	Direct Instruction, Academic Support Program, Materials, Teacher Collaboration, Walkthrough, Technology, Policy and Process, Supplemental Materials, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$10000	SIP coach, instructional coach, teachers, support staff and school leader
Use of Paraprofessionals	31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and R.T.I. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$22000	School leader, paraprofessionals, teachers, support staff and instructional coach

Observations and Walkthroughs	ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Direct Instruction, Academic Support Program, Materials, Teacher Collaboration, Walkthrough	Tier 1	Implement	09/05/2016	07/28/2017	$10000	ELA coach, instructional coach, teachers and school leader
Use of Instructional Cycles	Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.	Academic Support Program, Teacher Collaboration, Walkthrough, Technology, Policy and Process, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$10000	Math coach, instructional coach, teachers, support staff and school leader
Naiku: Online Assessment Platform	Naiku will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core 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.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Supplemental Materials, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$2600	Teachers, instructional staff, instructional coach, school leader, corporate support
Summer School	4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$15000	School leader, instructional coach and leader
Summer School	4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.	Academic Support Program	Tier 2	Implement	09/05/2016	07/28/2017	$15000	School leader, instructional coach, teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Explicit Planning of Inquiry Based Learning	Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	School leader, instructional coach and teaching and support staff
Observations and Walkthroughs	Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Direct Instruction, Academic Support Program, Professional Learning, Teacher Collaboration, Walkthrough, Technology, Policy and Process, Curriculum Development	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	Math coach, instructional coach, teachers and school leader
Partner/Student Collaboration	Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader and instructional coach and staff
Use of Rubrics/Checklists for Assignments	Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional staff, instructional coach and district coach
Daily use of Bloom's Taxonomy	Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach and teaching staff

Build Background Knowledge/Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional staff and coach
USe of Rubrics/Checklists for Assignments	Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	School leader, instructional staff and coach
Implementation of Behavior Plans	Behavior plans are created to curtail undesirable behavior and monitor the reoccurring behaviors. Parents, teachers and support staff meet with the school leader to agree on the outcomes expected for the students' behavior on a daily basis.	Teacher Collaboration	Tier 1	Monitor	09/05/2016	07/28/2017	$0	PBIS Team, School leader, instructional coach, teachers, social workers and special education
Promote ELA and Math in Science	Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	School leader, instructional coach and teaching staff
Build Background Knowledge/Vocabulary	Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach, instructional and support staff
Data Team Meetings	Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.	Academic Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach and administration team and support staff

Positive Reinforcements on Morning Announcements	Every morning, students receive words of encouragement through the announcements and student of the week helps the with the announcement as well as a way to celebrate them.	Behavioral Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional staff, instructional coach and district coach
Use of Formative and Summative Assessments	The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Evaluate	09/05/2016	07/28/2017	$0	School leader, instructional coach, teaching and support staff
Monitoring from Instructional Coach and School Leader	There are various documents in place at the school level to ensure full inclusion is implemented with fidelity.	Walkthrough	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader and instructional coach
Bi-Monthly RTI Meetings	The school leader along with the instructional coach and RTI team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for improvement.	Academic Support Program	Tier 2	Monitor	09/05/2016	07/28/2017	$0	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach
Partner/Student Collaboration	Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach, support staff and instructional staff

Daily Modeling of Reading and Writing Strategies	Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional staff, instructional coach and district coach
Increase Levels of Engagement	Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach, district coach and instructional coach
Explicit Planning of Inquiry Based Learning	Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.	Direct Instruction	Tier 1	Getting Ready	09/05/2016	07/28/2017	$0	School leader, instructional coach, support staff and instructional staff
Daily Schoolwide Participation	There are multiple reminders of the PBIS program expectations throughout CCA East with daily announcements, bulletin boards, the color system in classrooms and the referral system and incentives to support high standards of teaching, learning and behavior.	Behavioral Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach, teachers, support staff and students
Bi-Monthly RTI Meetings	Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).	Academic Support Program	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach

Use of Research and Evidence Based Activities	Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach, teachers, support staff
Documented Referral Process	At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed, to monitor strategies being used and plan for the next steps of implementation of techniques that directly highlight the areas of improvement.	Policy and Process	Tier 2	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach, teachers and support staff
Increase Levels of Engagement	Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach and staff
Use of Formative and Summative Assessments	The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a weel and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well.	Direct Instruction	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach, support staff and instructional staff
Documented Referral Process	From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).	Policy and Process	Tier 2	Evaluate	09/05/2016	07/28/2017	$0	Administration, instructional coach, instructional and support staff

Quarterly 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 for reteaching and retesting.	Direct Instruction, Academic Support Program, Teacher Collaboration, Technology, Curriculum Development	Tier 1	Implement	09/05/2016	07/28/2017	$0	Instructional Coach, teachers, paraprofessionals, ELA coach
Use of Research and Evidence Based Activities	Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.	Direct Instruction	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional staff and instructional coach and support staff
Monthly PBIS Meetings	The PBS team meet monthly to discuss SWIS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.	Teacher Collaboration	Tier 1	Monitor	09/05/2016	07/28/2017	$0	School leader, instructional coach, PBIS Team, teachers and support staff
Weekly Co-Planning Meetings	Gen Ed, Spec Ed, and support staff will meet on Fridays to plan for effective instruction.	Teacher Collaboration	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker

Professional Development on Full Inclusion	Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	09/05/2016	07/28/2017	$0	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals