

2019-2020 School Improvement Plan

Cesar Chavez Academy Elementary East

Cesar Chavez Academy

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Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at CCA East Academy will be proficient in ELA (Reading and Writing) on the M-Step Assessment. All students will reach the growth target on NWEA.	Objectives: 1 Strategies: 8 Activities: 40	Academic	\$346950
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: 10	Organizational	\$5900
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	\$73250
5	All Students at CCA East Academy will be proficient on the Science M-Step Assessment.	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$81600
6	ALL Homeless students will engage in all Title 1A Services to increase support in order to acheive academically and behaviorally.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$10000

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 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 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/MTSS with Fidelity - CCA East's staff will commit to the implementation of the RTI/MTSS program with policies and processes that involve students, teachers, support staff and parents. The program will be 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 that 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 meetings 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	Monitor	08/21/2019	06/30/2020	\$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

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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	Monitor	08/21/2019	06/30/2020	\$1000	General Fund	General Education Teacher, Support Staff, Instructional Coach and School Leader
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Activity - Bi-Monthly RTI/MTSS 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/MTSS process (tier students, gauge process and evaluate tools).	Academic Support Program	Tier 1	Monitor	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$10500	Section 31a, 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	08/21/2019	06/30/2020	\$0	No Funding Required	Administration, instructional coach, instructional and support staff

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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	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$47000	Title I Part A, Section 31a	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	Monitor	08/21/2019	06/30/2020	\$25000	Title II Part A, General Fund	School Leader, instructional staff, instructional coach, and support staff

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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$6500	General Fund, Section 31a	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	Monitor	08/21/2019	06/30/2020	\$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

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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	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$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, NWEA, Learningtoz.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	08/21/2019	06/30/2020	\$6500	Title I Part A	School leader, instructional coach and support staff
Activity - Focal Point: Online Assessment Platform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focal Point 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, Curriculum Development, Teacher Collaboration, Academic Support Program, Technology, Supplemental Materials	Tier 1	Implement	08/21/2019	06/30/2020	\$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 and progress of the program.	Academic Support Program	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional coach and administration team and support staff
Activity - Data Collection and Feedback/CNA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At various scheduled times multiple points of data (demographic, perception, and academic) will be collected to make informed decisions on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$0	General Fund	School leader, instructional coach and district coordinator

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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	08/21/2019	06/30/2020	\$5000	General Fund	School leader, instructional coach, general education 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, Materials, Walkthrough, Curriculum Development, Teacher Collaboration, Academic Support Program, Policy and Process, Technology, Supplemental Materials	Tier 1	Implement	08/21/2019	06/30/2020	\$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
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Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.	Parent Involvement	Tier 1	Implement	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$10500	Title II Part A, 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.

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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	Evaluate	08/21/2019	06/30/2020	\$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 will increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	09/03/2019	06/30/2020	\$60000	Title I Part A	School leader, instructional staff, instructional coach and district coach

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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	08/21/2019	06/30/2020	\$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.	Curriculum Development	Tier 1	Monitor	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$0	General Fund	School leader, instructional staff, instructional coach and district coach

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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$7550	Title III, Title I Part A	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
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Gen Ed, Spec Ed, and support staff will meet on Fridays to plan for effective instruction.	Teacher Collaboration	Tier 1	Implement	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker
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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$10000	Title I Part A	School leader, instructional staff, special education teacher, 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, Teacher Collaboration, Curriculum Development, Academic Support Program, Technology	Tier 1	Monitor	08/21/2019	06/30/2020	\$950	Section 31a	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, Materials, Walkthrough, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/21/2019	06/30/2020	\$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.

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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 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	08/21/2019	06/30/2020	\$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 PBIS team meet monthly to discuss LEADS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.	Teacher Collaboration	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional coach, PBIS 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	08/21/2019	06/30/2020	\$2500	General Fund, Section 31a	School leader and PBIS team

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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	08/21/2019	06/30/2020	\$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 PowerSchool/LEADS 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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$0	No Funding Required	PBIS Team, School leader, instructional coach, teachers, social workers and special education

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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$200	General Fund	School leader, instructional coach, teachers, support staff

Activity - PBIS 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	08/21/2019	06/30/2020	\$0	General Fund	PBIS, school leader, instructional coach, teachers

Activity - Positive Reinforcements on Morning Announcements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional staff, instructional coach and district coach
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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 Fidelity - 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 be 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 that 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 meetings 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
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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	08/21/2019	06/30/2020	\$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 NWEA, DRA, M-Step, Study Island, Raz-kids and 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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$2500	General Fund	School leader, teachers, instructional coach and support staff

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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	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional coach, teachers and support staff

Activity - Professional Development on Response to Intervention/MTSS	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	Monitor	08/21/2019	06/30/2020	\$5000	General Fund	School leader, instructional coach, teachers and support staff

Strategy 2:

Strategic Planning and Execution of Differentiated Instruction - Monitoring and feedback will be the key elements to ensure DI is present during the sequence of instruction.

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	08/21/2019	06/30/2020	\$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
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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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

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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, Focal Point 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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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, Learningtoz.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	08/21/2019	06/30/2020	\$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

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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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
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	08/21/2019	06/30/2020	\$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

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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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 Practice-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

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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	08/21/2019	06/30/2020	\$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. Administration will use observation to monitor the increased engagement or lack there of.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$1000	General Fund	School leader, instructional coach and instructional 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	08/21/2019	06/30/2020	\$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

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Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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
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Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.	Walkthrough, Teacher Collaboration, Curriculum Development, Academic Support Program, Policy and Process, Technology	Tier 1	Implement	08/21/2019	06/30/2020	\$10000	Section 31a	Math coach, instructional coach, teachers, support staff and school leader
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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, Walkthrough, Teacher Collaboration, Curriculum Development, Academic Support Program, Policy and Process, Technology, Professional Learning	Tier 1	Implement	08/21/2019	06/30/2020	\$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 assessments as well..

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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 technical texts in the Common Core. There will be an increase in the monitoring and the expectations in planning for more integration of all the subject 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 Praticce-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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$1500	General Fund	School leader, instructional and support staff and instructional coach
Activity - Use of Leveled Readers to Increase Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/21/2019	06/30/2020	\$3000	General Fund	School leader, instructional coach, support staff and instructional staff
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Activity - Quarterly Presentations and Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every card marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$2500	General Fund	School leader, instructional coach, support staff and instructional staff

Activity - Use Software Licenses to Increase Engagement and Visualizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	08/21/2019	06/30/2020	\$1500	Title I Part A	School leader, instructional coach, support staff and instructional staff
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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	08/21/2019	06/30/2020	\$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 Practice-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	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

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Activity - Use of Marzano's Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCAIE 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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$0	General Fund	School leader, instructional coach, support staff and instructional staff

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Activity - Marzano Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Professional Learning	Tier 1	Implement	08/21/2019	06/30/2020	\$7750	General Fund, Title II Part A	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	08/21/2019	06/30/2020	\$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 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	Monitor	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional coach, support staff and instructional staff

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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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$5000	General Fund	School leader, coach and staff

Activity - Daily Response To Intervention Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From 2-3 daily students are grouped based off DRA, StudyIsland, NWEA, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Implement	08/21/2019	06/30/2020	\$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 assessments 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 technical texts in the Common Core. There will be an increase in the monitoring and the expectations in planning for more integration of all the subject 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 Praticce-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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$3000	Title I Part A	School leader, instructional staff and support staff along with the instructional coach

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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	08/21/2019	06/30/2020	\$2000	Title I Part A	School leader, instructional staff and coach

Activity - Quarterly Presentations and Projects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once every card marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$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 curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	08/21/2019	06/30/2020	\$1500	Title I Part A	School leader, coach and instructional staff

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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	08/21/2019	06/30/2020	\$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 Practice-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	Monitor	08/21/2019	06/30/2020	\$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
CCAEE 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	Monitor	08/21/2019	06/30/2020	\$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
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Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.	Direct Instruction	Tier 1	Evaluate	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$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 receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Policy and Process	Tier 1	Monitor	08/21/2019	06/30/2020	\$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	Monitor	08/21/2019	06/30/2020	\$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

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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	08/21/2019	06/30/2020	\$0	No Funding Required	School leader, instructional coach, teaching and support staff
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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	Implement	08/21/2019	06/30/2020	\$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 Practice-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	08/21/2019	06/30/2020	\$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

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After school program will use various sources of data to provide research and evidence based interventions.	Academic Support Program	Tier 2	Implement	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$5900	General Fund, Section 31a	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, NWEA, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Monitor	08/21/2019	06/30/2020	\$15000	Title I Part A	School leader, instructional coach and instructional support staff

Goal 6: ALL Homeless students will engage in all Title 1A Services to increase support in order to achieve academically and behaviorally.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency on all formative and quarterly summative assessments, statewide and local test such as NWEA and MSTEP in Reading by 06/23/2017 as measured by DRA running records, attendance data, classwork, MSTEP, RTI data, NWEA and PBIS data.

Strategy 1:

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

Category: Learning Support Systems

Research Cited: MDE

Tier: Tier 1

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Activity - Professional Development/Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel such as the parent liaison and social worker who serve as the MV Liaison will participate in regular professional learning sessions.	Other, Academic Support Program, Community Engagement	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	Title II Part A	School Leader, MV Liaison
Activity - Timely Assistance for Homeless students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school and liaison must ensure the time and capacity of the liaison to perform required duties. In addition, to ensure unaccompanied Homeless Youth are immediately enrolled and informed of independent status FAFSA, as well as providing verification of that status.	Other - Homeless Support for Children, Academic Support Program, Community Engagement	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	Section 31a	School leader and MV Liaison

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	08/21/2019	06/30/2020	\$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
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	08/21/2019	06/30/2020	\$15000	School leader, instructional coach, teachers
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.	Walkthrough, Teacher Collaboration, Curriculum Development, Academic Support Program, Policy and Process, Technology	Tier 1	Implement	08/21/2019	06/30/2020	\$10000	Math coach, instructional coach, teachers, support staff and school leader
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	08/21/2019	06/30/2020	\$1850	School leader and PBIS team

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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, Materials, Walkthrough, Curriculum Development, Teacher Collaboration, Academic Support Program, Policy and Process, Technology, Supplemental Materials	Tier 1	Implement	08/21/2019	06/30/2020	\$10000	SIP coach, instructional coach, teachers, support staff and school leader
Off Campus Experiences/Field Trip	Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	08/21/2019	06/30/2020	\$900	School leader, instructional coach and staff
Timely Assistance for Homeless students	The school and liaison must ensure the time and capacity of the liaison to perform required duties. In addition, to ensure unaccompanied Homeless Youth are immediately enrolled and informed of independent status FAFSA, as well as providing verification of that status.	Other - Homeless Support for Children, Academic Support Program, Community Engagement	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	School leader and MV Liaison
Observations and Walkthroughs	ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Direct Instruction, Materials, Walkthrough, Teacher Collaboration, Academic Support Program	Tier 1	Monitor	08/21/2019	06/30/2020	\$10000	ELA coach, instructional coach, teachers and school leader

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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, Teacher Collaboration, Curriculum Development, Academic Support Program, Technology	Tier 1	Monitor	08/21/2019	06/30/2020	\$950	Instructional Coach, teachers, paraprofessionals, ELA coach
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	Monitor	08/21/2019	06/30/2020	\$8000	Instructional Coach, instructional staff, support staff and administration
Focal Point: Online Assessment Platform	Focal Point 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, Curriculum Development, Teacher Collaboration, Academic Support Program, Technology, Supplemental Materials	Tier 1	Implement	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$15000	School leader, instructional coach and 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	Monitor	08/21/2019	06/30/2020	\$22000	School leader, paraprofessionals, teachers, support staff and instructional coach

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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	08/21/2019	06/30/2020	\$3500	School leader, instructional coach, instructional and support staff
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Full Inclusion	Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	08/21/2019	06/30/2020	\$2550	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals

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 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	08/21/2019	06/30/2020	\$1200	School leader, Instructional coach, PBS Team, Teachers and support staff

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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	08/21/2019	06/30/2020	\$5500	School leader, instructional coach 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	Monitor	08/21/2019	06/30/2020	\$10000	School Leader, instructional staff, instructional coach, and support staff
Professional Development/Learning	School personnel such as the parent liaison and social worker who serve as the MV Liaison will participate in regular professional learning sessions.	Other, Academic Support Program, Community Engagement	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	School Leader, MV Liaison
Marzano Professional Development Sessions	Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Professional Learning	Tier 1	Implement	08/21/2019	06/30/2020	\$2750	School leader, instructional coach, support staff and instructional staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	08/21/2019	06/30/2020	\$1000	General Education Teacher, Support Staff, Instructional Coach and School Leader

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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	08/21/2019	06/30/2020	\$1200	School leader, instructional coach and instructional staff
Utilize LEADS System	To execute PBIS with fidelity, the PowerSchool/LEADS 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	08/21/2019	06/30/2020	\$2000	Special education teacher, social worker, school leader
Use of Marzano's Strategies	CCAIE 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	08/21/2019	06/30/2020	\$500	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	08/21/2019	06/30/2020	\$1000	Instructional Coach, School Leader, Support Staff and General Education Teacher
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	Monitor	08/21/2019	06/30/2020	\$15000	School Leader, instructional staff, instructional coach, and support staff
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	Monitor	08/21/2019	06/30/2020	\$1000	Instructional Coach, School Leader, Support Staff and General Education Teacher

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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	08/21/2019	06/30/2020	\$5000	School leader, instructional coach, support staff and instructional 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	08/21/2019	06/30/2020	\$3000	School leader, instructional coach and support staff
Quarterly Presentations and Projects	Once every card marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	School leader, instructional coach and instructional/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	08/21/2019	06/30/2020	\$5000	School leader, 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	Monitor	08/21/2019	06/30/2020	\$2500	School leader, instructional coach and instructional staff
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	08/21/2019	06/30/2020	\$0	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	Implement	08/21/2019	06/30/2020	\$5000	School leader, instructional coach and staff

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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	08/21/2019	06/30/2020	\$5000	School leader, instructional coach and support 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	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach and district coordinator
Marzano Professional Development Sessions	Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Policy and Process	Tier 1	Monitor	08/21/2019	06/30/2020	\$5000	School leader, instructional coach and teaching staff
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	08/21/2019	06/30/2020	\$0	School leader, instructional staff, instructional coach and district coach
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	08/21/2019	06/30/2020	\$3000	School leader, instructional coach, instructional and 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	08/21/2019	06/30/2020	\$10000	School leader, instructional coach and teaching staff
Quarterly Presentations and Projects	Once every card marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$1000	School leader, instructional coach, support staff and instructional staff

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Cesar Chavez Academy Elementary East

Professional Development on Response to Intervention/MTSS	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	Monitor	08/21/2019	06/30/2020	\$5000	School leader, instructional coach, teachers and 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	08/21/2019	06/30/2020	\$1000	School leader, instructional coach and instructional and support staff
Data Collection and Feedback/CNA	At various scheduled times multiple points of data (demographic, perception, and academic) will be collected to make informed decisions on curriculum, instruction and assessment.	Policy and Process	Tier 1	Implement	08/21/2019	06/30/2020	\$0	School leader, instructional staff, support staff and school leader
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	08/21/2019	06/30/2020	\$0	School leader, instructional staff, instructional coach and district coach
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 NWEA, DRA, M-Step, Study Island, Raz-kids and 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	08/21/2019	06/30/2020	\$1000	School leader, instructional coach, teachers 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	Monitor	08/21/2019	06/30/2020	\$2500	Instructional Coach, instructional staff, support staff and administration

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Cesar Chavez Academy Elementary East

Off Campus Experiences/Field Trip	Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	School leader, coach and 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	08/21/2019	06/30/2020	\$3000	School leader, instructional coach, support staff and instructional 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	08/21/2019	06/30/2020	\$0	Teachers, school leader, instructional coach, 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	Evaluate	08/21/2019	06/30/2020	\$0	School leader, instructional coach and instructional staff
Weekly Use of Graphic Organizers	Students and teachers will use graphic organizers when modeling and displaying mastery.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$1000	School leader, instructional staff, instructional coach and district coach
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	08/21/2019	06/30/2020	\$200	School leader, instructional coach, teachers, 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	08/21/2019	06/30/2020	\$0	School leader, instructional leader, instructional coach and support staff

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Incorporate Writing and Reading in all Content Areas	Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health.	Curriculum Development	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional staff, instructional coach and district coach
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	08/21/2019	06/30/2020	\$0	School leader, instructional staff and 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 2	Implement	08/21/2019	06/30/2020	\$50000	School leader, instructional staff and instructional coach and support staff
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	08/21/2019	06/30/2020	\$650	School leader and PBIS team
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	08/21/2019	06/30/2020	\$0	School leader, 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	Monitor	08/21/2019	06/30/2020	\$50000	School leader, instructional coach and staff
Subscriptions to Various Resources	Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	08/21/2019	06/30/2020	\$1500	School leader, instructional and support staff and instructional coach

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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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, support staff and instructional staff
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	08/21/2019	06/30/2020	\$1500	School leader, instructional coach, teachers and support staff
Marzano Professional Development Sessions	Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.	Professional Learning	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	School leader, instructional coach, support staff and instructional staff
Incorporate Math Problem Solving Skills in all Content Areas	Students will utilize problem solving skills across all subjects including reading, writing, science, social studies, math and health as well.	Curriculum Development	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach and instructional staff and support
PBIS 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	08/21/2019	06/30/2020	\$0	PBIS, school leader, instructional coach, teachers
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	08/21/2019	06/30/2020	\$350	School leader and instructional coach

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Make Connections to Real Life Application	Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.	Technology	Tier 1	Implement	08/21/2019	06/30/2020	\$2500	School leader, instructional coach, support staff and instructional staff
Weekly Hands On Activities	There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$10000	School leader, instructional coach, support staff and instructional 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	08/21/2019	06/30/2020	\$2500	School leader, teachers, instructional coach and support 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	08/21/2019	06/30/2020	\$5000	School leader, instructional coach, general education teachers
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	08/21/2019	06/30/2020	\$0	School leader, instructional coach and instructional support staff
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 resource/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	08/21/2019	06/30/2020	\$350	Instructional coach, staff and school leader
Off Campus Experiences/Field Trip	Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.	Field Trip	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	School leader, instructional coach and staff

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Use of Marzano's Strategies	CCAIE 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	Monitor	08/21/2019	06/30/2020	\$500	School leader, instructional staff and support staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, teachers, support staff and students
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	Monitor	08/21/2019	06/30/2020	\$0	School leader and instructional coach and staff
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	08/21/2019	06/30/2020	\$0	School leader, instructional coach and teaching staff
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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, support staff and instructional staff
Use of Formative and Summative Assessments	The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAIE 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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, teaching and support staff

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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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, support staff and instructional 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	08/21/2019	06/30/2020	\$0	School leader, instructional staff and 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	08/21/2019	06/30/2020	\$0	School leader, instructional staff and instructional coach and support staff
Bi-Monthly RTI/MTSS Meetings	Meetings will be planned with instructional staff and administration to discuss data and the RTI/MTSS process (tier students, gauge process and evaluate tools).	Academic Support Program	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	School leader, Social Worker, Special Education Teacher, General Education Teacher 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	Implement	08/21/2019	06/30/2020	\$0	School leader, instructional coach and teaching and support staff

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Monthly PBIS Meetings	The PBIS team meet monthly to discuss LEADS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.	Teacher Collaboration	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach, PBIS Team, teachers and support 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	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional staff, instructional coach and district coach
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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker
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	08/21/2019	06/30/2020	\$0	PBIS Team, School leader, instructional coach, teachers, social workers and special education

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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	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach, support staff and instructional staff
Increase Levels of Engagement	Students mastery levels will increase with the intentional planning of engagement strategies taught through PLCs and professional developments.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach, district coach and instructional coach
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	08/21/2019	06/30/2020	\$0	School leader, instructional staff, instructional coach and district coach
Observations and Walkthroughs	Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.	Direct Instruction, Walkthrough, Teacher Collaboration, Curriculum Development, Academic Support Program, Policy and Process, Technology, Professional Learning	Tier 1	Implement	08/21/2019	06/30/2020	\$0	Math coach, instructional coach, teachers and school leader

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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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, teachers 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	08/21/2019	06/30/2020	\$0	School leader, instructional staff, instructional coach and district coach
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	08/21/2019	06/30/2020	\$0	Administration, instructional coach, instructional and support 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	Getting Ready	08/21/2019	06/30/2020	\$0	School leader, instructional staff and 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	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach, teachers, support staff
Increase Levels of Engagement	Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments. Administration will use iObservation to monitor the increased engagement or lack there of.	Direct Instruction	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach and staff

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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	Evaluate	08/21/2019	06/30/2020	\$0	School leader, instructional coach and teaching staff
Data Team Meetings	Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process and progress of the program.	Academic Support Program	Tier 1	Monitor	08/21/2019	06/30/2020	\$0	School leader, instructional coach and administration team 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	08/21/2019	06/30/2020	\$0	School leader and instructional coach
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	08/21/2019	06/30/2020	\$0	School leader, instructional coach, instructional and support staff
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	08/21/2019	06/30/2020	\$0	School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Weekly use of Evidence Based Software Licenses	Study Island, RAZ Kids, IXL, Focal Point 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	08/21/2019	06/30/2020	\$5000	School leader, instructional coach, support and instructional staff
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	08/21/2019	06/30/2020	\$25000	School leader, paraprofessionals, teachers, support staff and instructional coach
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	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$6500	School leader, instructional coach and instructional and support staff
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	08/21/2019	06/30/2020	\$10000	School leader, support staff and instructional staff

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Weekly Use of Evidence Based Software Licenses	Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.	Technology	Tier 1	Monitor	08/21/2019	06/30/2020	\$5000	School leader, instructional staff, teachers, support staff
Professional Development on Full Inclusion	Quarterly PDs will be planned to expound on research that supports inclusion.	Professional Learning	Tier 1	Implement	08/21/2019	06/30/2020	\$5000	School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals
Use Software Licenses to Increase Engagement and Visualizing	StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	08/21/2019	06/30/2020	\$1500	School leader, instructional coach, support staff and instructional staff
Daily Response To Intervention Time	From 2-3 daily students are grouped based off DRA, StudyIsland, NWEA, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Monitor	08/21/2019	06/30/2020	\$15000	School leader, instructional coach and instructional/support staff
Use Software Licenses to Increase Engagement and Visualizing	StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.	Direct Instruction	Tier 1	Implement	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$1500	School leader, instructional coach and instructional and support staff

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Data Use for Lesson Delivery from Site Licenses	Reports from IXL, ABC Mouse, StudyIsland, NWEA, Learningtoz.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	08/21/2019	06/30/2020	\$6500	School leader, instructional leader and coach and 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	08/21/2019	06/30/2020	\$1500	School leader, instructional coach, parent liaison and staff
Subscriptions to Various Resources	Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.	Materials	Tier 1	Implement	08/21/2019	06/30/2020	\$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	08/21/2019	06/30/2020	\$15000	School leader, instructional coach, and 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	08/21/2019	06/30/2020	\$60000	School leader, instructional coach and instructional staff
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	08/21/2019	06/30/2020	\$60000	School leader and instructional coach
Monthly Reading Events and Activities	Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.	Parent Involvement	Tier 1	Implement	08/21/2019	06/30/2020	\$6500	School leader, instructional coach, staff

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Data Use for Lesson Delivery from Site Licenses	Reports from IXL, ABC Mouse, StudyIsland, NWEA, Learningtoz.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	08/21/2019	06/30/2020	\$6500	School leader, instructional coach and support staff
Assistance from Agencies to Present to Families	Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.	Community Engagement	Tier 1	Implement	08/21/2019	06/30/2020	\$3500	School leader, instructional coach and 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	08/21/2019	06/30/2020	\$2000	School leader, instructional staff and coach
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	08/21/2019	06/30/2020	\$10000	School leader, instructional staff, special education teacher, instructional coach and district coach
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	08/21/2019	06/30/2020	\$3500	School leader, instructional coach, contractual services and 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	09/03/2019	06/30/2020	\$60000	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	08/21/2019	06/30/2020	\$60000	School leader and instructional coach

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Cesar Chavez Academy Elementary East

Daily Response To Intervention Time	From 2-3 daily students are grouped based off DRA, StudyIsland, NWEA, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.	Academic Support Program	Tier 2	Implement	08/21/2019	06/30/2020	\$5000	School leader, instructional staff and support staff
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	08/21/2019	06/30/2020	\$500	School leader, instructional coach, support staff and instructional staff



Title I Schoolwide Diagnostic

Cesar Chavez Academy Elementary East

Cesar Chavez Academy

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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 (NWEA, 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 NWEA, 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 administration team/teachers and support staff. When M-Step scores are released, we will gather the subgroup/demographic data immediately to disseminate to our stakeholders and make revisions to our educational program. Also, our data from our Program Evaluation Tool and PowerSchool (truancy and academic progress) 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 between 70 and 120 students. Presently we have 72 students enrolled (40 males and 32 females), 3 Special Education students (with IEPs) and 100% qualified for Free and Reduced lunch. Our student population consists of 100% African American students. We are witnessing the same attendance trends as the last 5 years. 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 a daily basis. CCA East's staff consists of a school leader, instructional coach, 1 special education teacher substitute, 3 Title one instructional aides, 4 31a instructional aides, .5 Art teacher, a physical education/health teacher, 1 office manager, and 5 general ed teachers.

Number of years of experience of teachers:

0-3 years-4

4-8 years-1

9-15 years-0

15+ years-0

We have 22 students that have accumulated more than 10 absences during the 18--19 school year. Our daily attendance averages around 90%.

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 (35.5% African American) will be proficient in Reading by 2024-2025. By Spring (2019-20) at least 80% of students should meet their individual NWEA proficiency targets. To support our special education sub group, the instructional staff does/will meet weekly with the special education teacher to coplan and provide accommodations, modifications and/or resources to monitor their achievement. Special education students are included in our RTI instruction.

Math goal:

All students (24.14%) will be proficient in Math by 2024-25. By Spring (2019-20) at least 80% of students should meet their individual NWEA 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/MTSS 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 group instruction 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/Instructional Learning Cycles 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 it 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 their 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 interviews, parent interviews 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 into their daily lesson plans as well as provide opportunities for students to practice such skills on a computer. Such opportunities allow 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 research 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 assessments and formative assessment such as DRA, NWEA, Quarterly Benchmark Assessments, 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 levels 2 and 3, 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 a special education teacher substitute, students are exposed to graphic organizers, collaborative learning, manipulative materials, 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 so the teacher can address those learning concerns either via whole group or through the RTI/MTSS designated time. RTI/MTSS is embedded into our instructional day for the last hour of our school day. The RTI/MTSS 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 (1 hour) and Math (30 minutes). Within these focused sessions, teachers are expected to differentiate their guided instruction using manipulative materials, technology and cooperative learning within these centers to provide an intervention at their level. 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 students in such tiers, we focus on the data provided, which is NWEA, DRA 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/MTSS 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/MTSS 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 NWEA (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.	No	Two highly qualified instructional staff and 5 not highly qualified instructional staff. Looking to increase enrollment to be able to offer more competitive salaries for experienced teachers while maintaining our current highly qualified instructional staff.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for the teaching staff was 50%.

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

There are currently for teachers with 0-3 years of experience and 1 teacher with 4-8 years of experience.

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 IIa 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, 5 paid days off, 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 a hundred 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. There is a full insurance plan (medical, dental and vision) at a low cost. Teachers also have 5 PTO days, life insurance and disability insurance.

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?

CCA East attempts to compete with higher salaries in competitive schools in near communities. We also utilize the instructional coach and experienced teachers to mentor new teachers to teach effectively in urban schools. There are weekly meetings and mentoring with teachers. Also, PD is offered that they can use for certification renewal.

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. CCA students struggle in all academic areas. Teachers along with the support and instructional staff will receive information on various academic strands and our school reform strategies during on and off campus training sessions. 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 and "article digs." We will provide professional development/learning on topics such as:

- *What works: Classroom Management
- *Response to Intervention/MTSS
- *Differentiated Instruction
- *Culturally Proficient Instruction
- *Common Core
- *Teaching Literacy in the Urban Classroom
- *Teaching Literacy through Conversation
- *Technology Integration
- *Black Boys and Response to Intervention
- *MTSS/PBIS/RTI
- *Writing with the Experts
- *Inclusion
- *Reading in the Content Area
- *3rd Grade Reading Law

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 self monitoring 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. Administration will determine 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 as assist in evaluation of the strategies and if they were pivotal in contributing to an increase in mastery levels.

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

Component 6: Strategies to Increase Parental Involvement

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

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 in 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		CCA East Parent Involvement 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)

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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 NWEA reports for parents/families and students
- Parent Workshops and Meetings (some agendas are focused on data dissemination)
- Local assessment information (NWEA, StudyIsland, 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)

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- 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

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 including the parent liaison will discuss if the items in the plan were implemented and carried out effectively. Discussion of the results of the surveys will be analyzed by the staff. Necessary changes will be completed as a result of the levels of implementation planned for the activities, with follow through and feedback done effectively for the 2019-20 school year.

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

Research states that parents are a child's first teacher. It is critical that we use their feedback along with staff's opinions and insight to gauge the success of the school wide plan. The results of the evaluation will be compared to the 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 addressed 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.

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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		CCA East 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 NWEA reports for parents/families and students
- Parent Workshops and Meetings (some agendas planned are focused on data dissemination)
- Local assessment information (NWEA, Focal Point, 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)

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- 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 for April and May 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/MTSS 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 as 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, growth on NWEA 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?

NWEA, DRA, 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 and asked to monitor their use of the data 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-6 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/MTSS) 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 NWEA, Study Island 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 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 hour of the day (1:50-3) 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. The classroom teacher assists with students in tier 3 and an 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 the 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. One of our sub-groups is the special education population. For the 2018-19 school year, we had a total of 3 students on caseload.

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

CCA Staff knows there is an increased focus on DI through Tier I 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

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comprehension and mastery for at least 75%-80% of the class. Teachers use formative and summative assessments 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 of 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 sixth year in such an impoverished area of Detroit. There is a high need for PD for our staff to understand how to reach our students in spite of their difficult circumstances. Title I, Title IIA and IDEA have line items where a percentage is PD/professional 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 accommodations and modifications in our students' IEPs. A portion of our Special Education's Teacher salary is supported with IDEA monies as well as she co-plans with teachers, tracks progress of special education students and maintain a daily rigorous schedule of push in and pull out groups. With implementing DI and RTI effectively and efficiently, there is instructional support 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 intricately 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 will 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 of summer school. CCA East also has an instructional coach, 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 Manager and custodian who assist with data collection and providing a safe and secure climate for our students, staff and parents.

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 conjunction with the supplemental support to ensure we implement a quality program with fidelity.

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

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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 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 (NWEA) with StudyIsland, IXL, Raz-Kids and other site licenses to progress monitor and tier students for quality instruction. Both NWEA 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. We currently employ a social worker. Our social worker works closely with students with behavioral needs documented in IEPs and parent/teacher referrals and .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 have fallen 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 Wayne RESA 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, NWEA, 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. the 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 I funds, 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 3 part time paraprofessionals.

Attract 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 equipped 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

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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 NWEA, 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

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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 regularly 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 from 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. NWEA 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 Readingtoz.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 if the interventions proposed are effective. Using the MDE evaluation 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 how the school improvement process works during all scheduled meetings. The plan is revised only when negative results of the data constitutes a change in our schoolwide program. We do not want to make changes haphazardly and unwisely when enough time has not passed to implement a strategy or activity

effectively and efficiently. Also, training and Professional Development are essential in making sure that what is stated in the plan will be sustainable and embedded throughout all classrooms before we revise the plan.