School Improvement Plan

Cesar Chavez Middle School

Cesar Chavez Academy

Mrs. April Jenkins, Administrator
6782 Goldsmith St
Detroit, MI 48209-2089

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

César Chávez Academy Middle School (CCAMS) is located in the heart of Southwest Detroit with the predominate population being Hispanic. For the 2015-2016 school year, CCAMS serves just under 600 students in grades six, seven, and eight. Eighty-five percent of our student population is comprised of English learners and we are a fully inclusive school, so it is extremely important that multiple avenues and opportunities are provided for all students to become successful and academically proficient.

Over the past three years, the number of abandoned homes in the surrounding neighborhood has increased significantly. Additionally, Immigration and Customs Enforcement (ICE) department has been targeting families that the school serves. The constant threat of ICE, transportation, high-poverty, and language barriers continue to present unique challenges to our population.

Amidst these challenges our school, maintains a positive behavior expectation and provides a safe environment for all students and staff members. CCAMS focuses on the academic performance as well as the social and emotional well-being of our students. It is this spirit that partnerships with community outreach agencies have been established providing additional wrap-around services to students. These partnerships and initiatives have been well received and utilized by all members of our school community.

The school's strength are many but can be best summed up by the commitment of the administration, staff, and parents to the students we serve. CCAMS offers its teachers and students much of the latest instructional resources along with a variety of professional development options. CCAMS has earned a positive reputation within the community and has received a rating of "A" from the Mackinaw Center.

We have always been an advocate of using Depth of Knowledge and utilizing the theory of Multiple Intelligence to improve on our students' higher order thinking skills. Additionally, we offer a wide variety of programming to all students, such as Positive Behavioral Intervention Support (PBIS), Math and Literacy night, Career Day, ESL classes, ESL extended day and Spanish. Our schedule is also built to include twenty-five minutes of Response to Intervention (RtI). Here, students are placed in classes based on need and students who are not in need of additional support are provided with the opportunity to further excel. Furthermore, the students in greatest need of improvement are identified and receive effective academic intervention services. Some such services are Read 180, Read Naturally, FasttMath, and Study Island among others; all of which support our school-wide program RtI. More recently, we have implemented standards based grading for all courses at CCAMS. While we are still navigating this change in mindset, all stakeholders are adjusting well.

Community Demographics: 60% Hispanic/Latino; 29.5% Caucasian; 8.4% African American; 2.1% Multi-Racial
Student Demographics: 87% Hispanic/Latino; 4.5% Caucasian; 6.5% African American; 2% Multi-Racial
Staff Demographics: 6% African American; 12% Multi-Racial; 69% Caucasian; 1% American Indian or Alaskan Native; 12% unidentified

School's Purpose

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

The mission of César Chávez Academy is to provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively with respect in an inclusive environment.

Our vision at César Chávez Academy is for all students to be college or career ready and positive, productive members in a global society. The statement supports our foundation, "Si Se Puede - Yes We Can", which reflects the belief that every student is capable of success.

Our Beliefs and Values:
We believe in meeting the diverse needs of our students by ensuring family involvement, which is paramount to student success.
We believe the learning process must encompass engaging, hands-on multi-sensory activities based on student interest and ability to promote academic excellence and inclusion.
We believe the community helps build the foundation for success.
We believe that every child will be prepared to become positive, productive members of the community.

Notable Achievements and Areas of Improvement

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

CCA has prided itself on being able to meet the educational needs of students in Southwest Detroit - specifically, students who are generally English Learners (EL), from low-income families. To do this takes more than just materials in each classroom or even the latest technological gadgets. The academy has been able to continue under challenging conditions because it has become a fixture in the community and because it is closely associated with it. While staff might change over time, that connection between school and community remains. The academy continues to utilize and rely on what might be called simple "good instructional practices" that are contained within the Sheltered Instruction Observation Protocol (SIOP) model of lesson design and delivery. EL students require an approach that not only deals with the subject content, but also the medium that it is conveyed in (i.e. language). The school provides opportunities for stakeholders to interact and work together with teachers and staff in a way that solidifies that sense of community, which is an important aspect among the CCA families. Increasing the level of parent involvement is a focus for the 2015-2016 year. Teachers and support staff have been using the Response to Intervention (RtI) model to assist students in meeting grade level expectations for a number of years, even before it became the new approach in education. Providing interventions that target the individual needs of students is something that CCA staff are accustomed to doing; support staff are utilized so that students in most need of assistance are provided just that, in either small-group or individual instruction. Given the particular demographics of the school, priority has always been on providing interventions for reading and English literacy. Mathematics has been added as a focus in recent years. We have implemented a dual enrollment program in which high achieving students received high school instruction in mathematics.

In addition to our instructional and curricular achievements, our school has a thriving Positive Behavior Intervention System (PBIS). Behaviors in this school are tracked through Live School. Between tracking and behavioral interventions, the school has seen a decrease in negative behaviors and an increase in the positive culture building between students and instructional staff. In addition, our school strives to offer extra curricular enrichment including robotics, Detroit Area Pre-College Engineering Program participation (DAP-CEP) and community gardening.

Areas of Improvement include increasing the retention of high quality instructional and support staff as well as opportunities to offer additional time for Professional Learning Communities (PLCs). Changes to the academic schedule as well as culture building amongst staff are currently being explored in an effort to improve in these areas. Classroom and resource space is another area of improvement that is currently being examined.

Staff are provided with many opportunities to develop and sharpen both their skills and their competencies in delivering effective lessons. Extensive professional development is provided each school year in the few weeks preceding the start of the school year, focusing on areas where improvements need to be made. Sometimes this will involve training in how to better access the curriculum, use of program tools and resources, or instructional strategies and approaches to teaching and learning. In addition to this, educators at CCA are able to benefit from professional development provided by the academy's management company, the Leona Group (TLG), and the network of schools operated by TLG. Professional development is provided to new and inexperienced teachers during the several New Teacher Academy sessions planned each year. Support is provided to the school in the form of a full-time Instructional Coach, whose role is to assist teachers and staff during every stage of the instructional process. School leaders are provided with not only support but further professional development so that they can truly serve as instructional leaders in the school, and to help guide and develop each educator working in the building. Instructional competencies are monitored periodically throughout the year using a standardized observation protocol (the aim of which is to

provide formative feedback on lesson planning and delivery, instructional practices, and student engagement, and learning), as well as annually using the new Educator Evaluation System which proves an appraisal of performance based on student achievement/growth and also professional practices and involvement.

Additional Information

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

César Chávez Academy Middle School:

- Provides a safe learning environment where all students are held accountable and reach high levels of academic achievement.

- Values open communication between all stakeholders.

- Fosters a spirit of lifelong learning and establishes a community of productive citizens.

- Promotes intellectual curiosity and creative thinking to educate the whole child.

Vision:

Collaboration is essential to our individual and collective success. It is said that it takes a village to raise a child, and in order to educate all 598 students currently enrolled, we are going to have to pull together and form trusting relationships where we can depend on one-another for support, guidance, and improvement.

The following four statements will be the driving force and core of our focus for the upcoming year:

a)   César Chávez Academy Middle School's vision places high standards and expectations on students to inspire all toward excellence

b) Our vision will be met through collaborative and continuous improvements made by both students and staff

c) Teachers will use data driven instruction, authentic assessments, and streamlined grading processes in order to ensure academic growth and overall improvement

d) Students at CCAMS will take an active role in their education and accept responsibility for their own learning

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Input into the school improvement plan is accessible to all staff members in the school. Lead teachers for each content area served on the school improvement team. Candidates expressed interest and were selected based on their amount of availability and commitment to the school improvement process. Meetings were scheduled at the same time each month, so participants could plan accordingly. Parents were invited to serve on the team but did not respond to our requests. We will recruit parents from parent meetings for next year's team.

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

Educators at the school level participated in the school improvement process and served as representatives from their content area. They collected data regarding initiatives from their content area team and reported back to the school improvement team to help devise the overall plan.

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

The finalized school improvement plan was uploaded to the school server so that all staff members had access to it. Parents and community members are given access upon request.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

 Our enrollment trends affect staffing. Our number of enrolled special education students has increased, leading to more opportunities for special education staff and aides.

Another challenge in our enrollment trends is student attendance. A majority of our students have good attendance, but some are chronically absent, leaving for another country for weeks or months, which effects their learning. We also have a problem with students arriving at school on time. Students will be dropped off well after school has started.

There is a larger potential for students who are affected by social and immigration issues. There is also a large number of ELL students that must be accommodated. We are also a Title 1 school.

Student Demographic Data

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

   Wayne County use to have a program called Erase Truancy where we were able to refer students and families with attendance issues. Most of the students attendance would improve after these meetings. Unfortunately, due to funding cuts in Wayne County, that is no longer an option.
   For the 2014-2015 school year, we would send letters to families and set meetings with the student and parents at the school with the school leader and social workers if applicable. Frequently, parents would not show up at these meetings. We really did not have set consequences. We did submit a few JC-01's to court and only one actually went before a judge. This year, a meeting is set up with the school leader, but again, parents do not show up. We have submitted a few JC-01's to court, but the process is so long, the school year will be over before they go to court.

Student Demographic Data

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

   As far as student behavior data, our challenges have decreased. Active supervision has played a role in this area. Students are being immediately addressed in the classrooms, restrooms, hallways, cafeteria, and during outside recess for rule violations. In December of 2015, the PBIS focus of the month was Be Respectful, which deterred students from play hitting/slapping, and taking other's belongings. This allowed numbers in these areas of behaviors to decrease rapidly from the high numbers in October, 2015 and November, 2015. Teachers and staff continue to appropriately address and log these behaviors, while the behavior team apply the proper consequences which sends the message to other students.
   Due to financial restrictions, students are now allowed to wear shoes that are "predominantly" black. Dress code violations are being

addressed in homeroom and parents are notified by letter, and students serve after-school detention.

Student Demographic Data

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

So many of our students live in the neighborhood and many of them have to walk to one of our CCA buildings to take the bus. They have to face illegal dumping, abandoned vehicles, snow removal, too many destroyed and abandoned homes in the neighborhood. There is a flaw in the Public Property Maintenance. Lack of exposure to books, language barriers, lack of stability and lack of role models.

To counter this, we have bus transportation. One way to improve the transportation is to add more drop off points closer to their home instead of at the other schools.

We also have parent meetings to come up with alternate ways to improve the transportation issues, as well as after-school programs to give students an alternative and extra exposure to learning and role models.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The more experience that administrators have, the more it correlates directly with student achievement. Like with any skill or craft the more experience a person has, the better he or she is at the craft. The same holds true in regards to administrators and their relation to student achievement. With a combined experience of 33 years our administration is able to foster achievement through implementation of proven strategies. These strategies are designed to help the teachers facilitate growth in the classroom. This in turn helps students to demonstrate his or her understanding of the concepts. Which ultimately leads to student achievement and growth.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

There are 36 classroom teachers, special education teachers, and social workers who have an average of 8.2 years in the Cesar Chavez Academy District. This number speaks volumes on the impact of student achievement as far as knowledge of student, families, and community, trust among parents and students, knowledge and expertise of content areas, collaboration among staff/learn from each other, consistency and further professional development opportunities, enjoyable work atmosphere, and knowledge of the school grounds.

Teacher/School Leader(s) Demographic Data

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

Current school leader absences include 8 absences due to professional learning opportunities and 4 absences due to illness.

A school leader's absence will negatively impact the day to day operating of the building, in addition to the behavioral and academic impact on students. A school leader, upon return from an absence, will spend the majority of their return day on management tasks. An abundance

of absences can lead to a constant state of "catch up". This will negatively affect the time spend in classrooms providing constructive feedback, curricular leadership, and monitoring of student engagement. This could impact the fidelity of academic expectations. Absent leadership can cause a delay in dealing with behavioral and academic concerns in a timely manner. This negative impact is lessened in our building through the use of a behavior team with the authority to continue routine discipline according to protocol upon the leader's absence.

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

Teacher absences due to illnesses and/or professional development impacts student learning and achievement in a variety of ways. Supplementary work that can be done independently is left for students to complete in lieu of lessons on new, rigorous content facilitate by a trained, highly qualified teacher. This presents a disadvantage for students as students learn best when in a regular routine and while participating in engaging activities. Even when review work is left for students, because they may not be comfortable asking questions, it is often not completed while defeats the purpose of the review. Some students may feel like the work doesn't count towards their grade which leads to further resistance in working under the leadership of a substitute teacher. Substitute teachers do not always meet the requirements of highly qualified teachers in the State of Michigan, further, they are not familiar with handling the discipline issues that negatively affect the overall classroom culture. Students often say that they cannot concentrate on their academic tasks with substitute teachers due to noise levels or other disruptions. Hiring in-house substitutes has helped us alleviate some of the pressure of disciplinary issues that follow substitute teaching, however, academic rigor is still a large area of concern.

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

The main challenges faced by our school regarding teacher and school leader demographics falls within the area of obtaining bilingual professionals and highly qualified math and science teachers. Our school hosts an English Language Learner population of approximately 63%, and 90% Hispanic/Latino. Our staffing does not reflective of this demographic. We currently maintain a large support staff to assist with our translation needs, however, is it challenging to provide effective, timely communication with parents and students. Increasing the percentage of staff who are bilingual is an emphasis in hiring and staff retention.

To increase the diversity among staff members to better reflect the students that we serve, the school is committed to increasing recruiting efforts that will yield a diverse, bilingual staff who meet the requirements for highly qualified status. Administrative teams should reach out to university programs, outside agencies, and local community groups when hiring. This would assist in improving the staffing demographics within our building, bringing greater diversity to our staff.

Recruiting efforts for highly qualified teachers in high need, shortage areas will begin earlier in the year. Searches will occur via social media sites like LinkedIn as well as online job search platforms in addition to college recruiting efforts and job fairs. Cesar Chavez Academy Middle School is committed to competitive offers to recruit the most talented candidates.

Process Data

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

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

Based on the results of the Interim Self Assessment, our areas of strength include Purpose and Direction, Teaching and Assessing for Learning, and Resources and Support Systems. While we have identified ways to improve even in areas of strength, these areas have an average indicator of 3. In Purpose and Direction, all indicators were identified as Level 3. Our curriculum (Indicator 3.1), monitoring practices (Indicator 3.4), mentoring protocols (Indicator 3.7), and support services were our greatest strengths (Indicator 3.12).

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

Based on the results of the Interim Self Assessment, our most challenging strand is Using Results for Continuous Improvement. Within this strand, our most challenging indicator includes training in evaluation, interpretation, and use of data (Indicator 5.3) and engaging all staff in a process of continuous process to determine verifiable improvement.
Other indicators that have been identified as challenges include teachers participating in collaborative learning communities (Indicator 3.5) and all staff participating in continuous programs of professional learning (Indicator 3.11).
These findings are consistent with our School Systems Review. The SSR found that beginning and/or partial implementation was found in areas relating to professional learning communities, instructional reflection, and assessment.

12. How might these challenges impact student achievement?

These challenges have a large potential to impact student achievement. Data driven instruction is highly linked to student achievement. Further, professional learning communities provide opportunities for teachers to improve their instructional practices and data analysis.

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

Professional Learning Communities is a component of of our current School Improvement Plan and actions will be taken at the building level to improve the frequency and fidelity of professional learning communities amongst teachers. Further, plans to deliver data analysis professional development will be incorporated into the School Improvement Plan as well as plans to encourage instructional learning cycles which utilize data to improve student mastery. Formative assessment professional development opportunities will also be incorporated to address the lack of data driven instruction, assessment analysis, and data driven improvement processes.

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

Students with disabilities are ensured access to all types of available intervention through data analysis and teacher referrals, and through teacher collaboration with RtI, ELL, Social Work, and Special Education departments. After school programs are available to all students, regardless of their status. We also employ a Community Liaison, who works with families to meet additional needs, utilizing community resources and agencies.

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

Extended Learning Opportunities are available to all students in grade 6th through 8th. All students are welcome to attend after-school tutoring and enrichment classes. All students are offered the opportunity to attend our programming with Detroit Area Pre-College Enrichment Program (DAPCEP) which is available on Saturdays during the school year as well as during summer. Students are encouraged to apply and attend programming.

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

All students are welcome to attend extended learning opportunities, however, at-risk students are granted preference in extended learning opportunities that provide additional learning supports. At-risk students are identified through our district wide assessment, Scantron. Teachers are given the opportunity to identify at-risk students that have not been identified on Scantron. Teacher data includes classroom observation of academic behaviors, classroom participation, classwork, and class assessments. Students identified under these protocols are highly encouraged to attend extended learning opportunities. Parents of these students receive information on attending through the mail, phone, as well as through in-person conversations.

Summer extended learning opportunities are required for the most at-risk students who fail two or more classes. Students who have not failed but are identified as at-risk through Scantron and teacher data are highly encouraged to attend. Students who are seeking enrichment programming are recommended to attend summer school or DAPCEP's summer programming to improve their skills. All students are accommodated in the event that they wish to take advantage of school sponsored extended learning opportunities.

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

Each grade level and content area has a year-at-glance, pacing guide, and curriculum map that has been approved by the school administration and educational management organization.
The Instructional Coach and School Leader monitor lesson plans and instruction to ensure that all state content standards are being implemented with fidelity. The Instructional Coach and School Leader ensure that all grade levels and content areas have horizontal and vertical alignment prior to approving pacing guides and curriculum maps for the academic year. Time is allotted to teachers throughout the year to monitor and adjust their lesson plans and pacing guides to ensure that all standards are taught. Lesson plan feedback and classroom walk-through forms are documented and shared with administration and instructional staff.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

Data results from Winter 2016 Benchmark testing via Scantron show that 50% of students have already met or exceeded their annual target. Average growth for the middle school in reading is 125 points. 51% of students are identified as "above" or "far above" in the growth category. In addition to English Language Arts, students are also able to access English Language Learner classes. Newcomers are able to work with ELL paraprofessionals in pull-out work sessions to obtain additional support. The reading/English language arts department is fully staffed with highly qualified teachers and routinely meets to conduct professional learning communities as a whole team or grade level teams.

19b. Reading- Challenges

Cesar Chavez Academy Middle School has an English Language Learners population of 62% English Language Learners. The challenges of teaching reading skills to students newly immersed into English language presents many challenges. There are no bilingual reading teachers so there is a large language barrier.
Additionally, reading teachers do not have a common preparation time presenting challenges as staff endeavor to participate in professional learning cycles and instructional learning cycles. While the reading staff does work well together, this lack of common planning prevents staff from engaging in meaningful discourse on data and strategies.

19c. Reading- Trends

2015-2016 Scantron data shows growth across the board. Between fall and winter testing, 50% of middle school students met their annual target while 51% of students are at or above grade level. Average growth for middle school was +125 points. This shows significant growth from last year's growth which showed a full year growth of +134. If we continue the school year with the same trajectory, we are on trend to exceed our year-end growth for the past two years.

19d. Reading- Summary

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

The School Improvement Plan will continue to address increasing and improved professional development opportunities to ensure our staff is using the most effective, Common Core aligned practices in their classroom. The School Improvement Plan will address the challenge posed by the large proportion of English Language Learners and at-risk learners through recruitment and retention of bilingual and ELL, purchase and use of online software, differentiated learning practices, use of leveled readers, increased use of informational text, adoption and implementation of Response to Intervention, technology integration, and use of the SIOP model. These strategies will be supported by the School Improvement Plan, funding streams, and administration.

20a. Writing- Strengths

The writing department is within the English Language Arts department. All of the English Language Arts teachers have been at Cesar Chavez Academy Middle School for over 3 years providing consistency to students and a deep familiarity with school functions and behavior management. Staff is familiar with the unique concerns facing our school and students.

20b. Writing- Challenges

One of the weaknesses the department faces is lack of common prep time. This typically makes it harder to coordinate lessons, assessments, and ideas as well as lack of ability to align curriculum across grade levels. Another challenge that faces the department which translates to a weakness is the language barrier that exits between teachers and students. 62% of our students are identified English Language Learners. This challenge presents itself in day to day instruction, standardized testing, and communication with stakeholders.

20c. Writing- Trends

While the writing benchmarks show growth, growth is slower than typically seen due to language barriers. With added emphasis being placed on writing with the shift in curriculum and standardized testing, writing across our grade levels has been given an added emphasis in instructional rounds.

20d. Writing- Summary

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

The School Improvement Plan will identify challenges posed in writing and will identify specific strategies to target these challenges highlighting research based strategies and allocating funding to support the acquisition and use of professional development in writing, SIOP, instruction to English Language Learners, curriculum based purchases, and instructional materials.

21a. Math- Strengths

Use of warm-ups and exit tickets has increased along with the urgency and importance of daily instruction. The need to reteach instructional and spiral difficult objectives has strengthened over the year. Differentiation in instruction has improved and Title I teachers are increasing their work with struggling students in math. Students show growth according to Scantron that far exceeds the growth of 2014-2015, and 2013-2014.

21b. Math- Challenges

Challenges facing the math department include inconsistency of teachers and lack of highly qualified teachers. The school year started with two returning teachers however, one teacher left on maternity leave and did not return leaving this position unfilled by a highly qualified math teacher. There was an additional open position for a highly qualified math teacher in our 8th grade department. The lack of consistent, full-time, highly qualified teachers was one of the greatest challenges in the math department.

Additional challenges include larger class sizes in response to the deficit of teachers, inconsistent procedures throughout the content team, lack of professional learning communities within the math department, as well as a use of a new curriculum that was unfamiliar to teachers.

21c. Math- Trends

Math data shows an upward trend as compared to growth in previous years. Fall to winter growth shows that 43% of students met their annual target. Year end growth in 2014-2015 shows that only 50% of students met their growth by spring. Should our data continue along the current trend, we will surpass our growth from last year. Additionally, the math department shows a professional growth and increased alignment between grade levels further enhancing the instructional practices and growth of students.

21d. Math- Summary

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

The School Improvement Plan will identify challenges posed in writing and will identify specific strategies to target these challenges highlighting research based strategies and allocating funding to support the acquisition and use of professional development in math instruction, enhanced used of the SIOP model, improvement in instruction to English Language Learners, increased use of technology and improved technology availability, curriculum based purchases, instructional materials, and purchase of math manipulatives.

22a. Science- Strengths

The strengths of the science department is that the members of the science department are willing to collaborate and help each other out. The department shares resources, supplies, lessons, and ideas with one another in informal professional learning communities. The department has many years of experience and all staff are very knowledgeable in their content area. Further strengths include added Response to Intervention in the science classrooms.

22b. Science- Challenges

The challenges facing the department include a transition away from Michigan Grade Level Content Expectations towards the Next Generation Science Standards (NGSS) as well as outdated and limited instructional resources. The science department faces challenges moving towards a STEM model which is embedded in NGSS and requires a paradigm shift away from traditional science instructional practices.
Further, there is a deficit in the science department's staffing. Two highly qualified science positions have remained unfilled for the academic

year. In response, class sizes grew to ensure that all students have access to a highly qualified teacher posing additional behavior management issues that follow larger class sizes.

22c. Science- Trends

Science department trends include aligning the curriculum with NGSS and incorporating techn9ology, engineering, and math components into lessons, activities, and assignments.

22d. Science- Summary

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

The School Improvement Plan will identify challenges posed in writing and will identify specific strategies to target these challenges highlighting research based strategies and allocating funding to support the acquisition and use of professional development in NGSS, use of the SIOP model within science instruction, instruction to English Language Learners, curriculum based purchases, and instructional materials that better align with NGSS.

23a. Social Studies- Strengths

The Social Studies department demonstrates strength in making content comprehensible for all students. Teachers integrate the proper level of scaffolding so that all students are supported in their learning. Teachers take key concepts and relate them both to other key concepts, in addition to the real world application of those concepts. Our Social Studies Department is strong in applying those concepts to higher order thinking tasks. Teacher integrate strategies that ensure all students are engaged. Data driven instruction ensures that students meet these expectations before teachers move to new units of study.

23b. Social Studies- Challenges

Historically, students have come to middle school with gaps in social studies foundations. These gaps impact their understanding of basic map/graph/chart reading skills. These skills are practiced and reinforced throughout each year. These skills are also spiraled through warm ups.
Reading comprehension in the area of informational text is also a challenge. Students especially struggle when asked to refer back to that text to justify inferences or give evidence to support their conclusion. Close reading strategies are being practiced within all Social Studies classes in addition to E3 courses. Assessments that require a written response with support for conclusions will help prepare students to have to prove what they write.
Academic language is another challenge. Deficits are seen in both social studies terminology that is not defined as a specific chapter's vocabulary word and testing language. Using academic language in class as often as possible will make students more comfortable with terminology. Breaking down language into comprehensible input helps with comprehension, but students have to then go back to using proper terminology to retain that understanding.

23c. Social Studies- Trends

Trends in social studies include moving towards writing within the social studies curriculum, shifts toward the MC3 framework, as well as increased use of academic vocabulary instruction.

23d. Social Studies- Summary

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

The School Improvement Plan will identify challenges posed in writing and will identify specific strategies to target these challenges highlighting research based strategies and allocating funding to support the acquisition and use of professional development in MC3 framework, use of the SIOP model within social studies instruction, instruction to English Language Learners, curriculum based purchases, and instructional materials that better align with MC3.

Perception Data

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

24a. Student Perception Data

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

Based on student surveys, students feel that teaching and assessing for learning has the highest level of satisfaction. Students feel that their teachers are fair and provide them with a fair number of assessments that check their understanding of the material taught. According to the data, the students feel that teachers provide them in a timely manner with information about their learning and grades. All of their teachers use a variety of teaching methods and learning activities to help them develop the skills they will need to succeed.

24b. Student Perception Data

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

According to students surveys, resources and support systems are the lowest level of satisfaction among students. According to the data, students feel that the school needs to respect the property of others more and help each other more in and out of the classroom. They also feel that the computers in the school are not up-to-date and can be used more effectively by teachers to help them learn. Most students also feel that the school grounds are not safe and clean and do not provide a healthy place for learning.

24c. Student Perception Data

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

The school improvement will allocate funding to identify strategies and professional development opportunities to to improve our weaknesses and to provide continued growth in these areas.

25a. Parent/Guardian Perception Data

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

The highest level of satisfaction among parents/guardians is in resources and support systems. Overall, parents felt that staff at our school get to know their students and provides a high quality education.

25b. Parent/Guardian Perception Data

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

The lowest level of satisfaction among parents/guardians is in the domain of governance and leadership. Parents indicate that they would like increased communication and opportunities to become involved in school leadership and decision making.

25c. Parent/Guardian Perception Data

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

Communication efforts will be increased to improve parent/guardian satisfaction in the area of governance and leadership. The School Improvement Plan committee will be undergoing a change in 2016-2017 to include more support and participation from parents. Further, our community liaison will be actively searching for, hosting, and implementing workshops and forums to build leadership within our parent community as well as to increase the ability of parents to become involved in governance.

26a. Teacher/Staff Perception Data

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

According to our teacher surveys, teaching and assessing for learning has the highest level of satisfaction among teachers and staff. The majority of staff feel that all teachers in our school use a variety of technology as instructional resources. They also feel that our school provides students with specific and timely feedback about their learning. All teachers in our school regularly use instructional strategies that require student collaboration and development of critical thinking skills.

26b. Teacher/Staff Perception Data

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

According to our staff surveys, they feel that Using Results for Continuous Improvement is the lowest level of satisfaction among our teachers. According to the data, staff feel that our school does not ensure all staff members are trained in the evaluation, interpretation, and use of data. They feel that our school does not have a systematic process for collecting, analyzing, and using data. Most staff feels that our school leaders need to improve on monitoring data related to student achievement.

26c. Teacher/Staff Perception Data

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

The School Improvement Team will allow funding to identify strategies and professional development opportunities that will allow us to improve these areas and to allow continued growth in these areas as well.

27a. Stakeholder/Community Perception Data

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

Student Survey - Questions regarding our teaching and assessing for learning were relatively high compared to other sections of the survey.

Staff Survey - The highest level for staff surveys were regarding teaching and assessing for learning

Parent Survey - The highest level for parent surveys were in resources and support systems

27b. Stakeholder/Community Perception Data

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

Staff - The lowest overall level of satisfaction for staff was in the domain of using results for continuous improvement.

Student - The lowest overall level of satisfaction for students was in the domain of resources and support systems.

Parent - The lowest overall level of satisfaction for parents was in the domain of governance and leadership.

27c. Stakeholder/Community Perception Data

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

The school improvement will allocate funding to identify strategies and professional development opportunities to to improve our weaknesses and to provide continued growth in these areas. Each area of schools functions will be addressed by the SIP and will be actively targeted for improvement strategies. In our areas of lowest satisfaction, we will push for the greatest use of strategies to improve. In governance and leadership, we will actively recruit parents and guardians to join our school improvement team to increase their voice. We will increase the visibility of monthly parent meetings and use added resources to recruit parents to attend. Further, the community liaison will continue to, and improve, the programming available to parents/guardians to increase their presence in the school community as well as their ability to serve as leadership within the school. In the area of using results for continuous data, teachers will be receiving additional training and support. Frameworks for instructional learning cycles using school data will be implemented with fidelity and rigor to further enhance our performance in this area. Finally, online platforms for data collection will be revised for the 2016-2017 academic year to improve our ability to use data to facilitate growth and improvement. To address student concerns about resources and support systems, the school will continue to offer after-school and summer programming as well as improved intervention framework that will enable more students to obtain assistance. Staff will continue to attend professional development to improve their ability to address student concerns both academically and socially. Finally, the school is working to improve the number of activities offered to students as well as the quality of materials provided through new purchases.

Summary

28a. Summary

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

Demographic: High populations of English Language Learners is a challenge in the classroom especially considering the language barrier between English only staff and bilingual, or limited English proficient students. Additionally, absenteeism due to migrant work and travel outside of the United States remains a challenge to classroom teachers. Filling in students who take extended leave mid-year is difficult, especially when students return close to testing windows for state and district assessments.

Process: While our data was not significantly weaker in one area, it is our aim to improve in governance and leadership, using data to drive improvement, and increasing student supports as a focus for the remainder of 2015-2016 as well as the upcoming school year. Teaching and leadership ranked among the highest across perception surveys.

Achievement: CCA Middle School provides a high quality education for our students. We insist on high expectations for our students and strive to provide rigorous bell to bell instruction. While we see growth, it appears to be limited and students are still identified as "not proficient" on state assessments. Our students struggle in math, science, and writing.

Perception: Students and parents have good relationships with teachers however, parents need to feel that they are larger part of the school. Parents feel that their children are receiving a good education at CCA Middle, however students would like to see more activities and programming that interest them.

28b. Summary

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

Student achievement has the potential to be greatly affected by the challenges identified in the demographic, process, and perception data. Students are coming to our school with language barriers as well as challenges that face those coming from low-income families. We are constantly evolving as a school and aim to improve all areas of instruction. The culture of the school, while good has the potential to better serve students if we are able to engage them in activities and programming that meet their interests. Greater integration of the school into the lives of students and families will only serve to increase the motivation and performance of the students.

28c. Summary

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

Our School Improvement Plan has addressed all of these challenges in all areas of academics and behaviors to meet at least 75% mastery on district assessments, state assessments, and classroom assessments. CCA Middle has focused on professional development in RtI, differentiation, and use of writing and informational texts across the curriculum. We have also allocated funding and resources to after school, weekend, and summer learning opportunities. PBIS is another school wide initiative that assist us in elevating our academic scores while improving the culture of the school. Our SIP lists the research based practices that we will use to target all of the academic and behavioral challenges that our school faces.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Not applicable for this school.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.chavezgoldsmith.com/uploads/4/3/9/7/4397552/cca_district_annualeducationreport.pdf	2015 Annual Education Report

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	We use Career Cruiser to produce and maintain pour Educational Development Plans.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Yes, however, we will continue to refine our EDP collection and analysis process.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Diane Griggs Human Resource Manager diane.griggs@leonagroup.com 517.203.3720 2125 University Park Drive Okemos, MI 48864	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Diane Griggs Human Resource Manager diane.griggs@leonagroup.com 517.203.3720 2125 University Park Drive Okemos, MI 48860	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	- Ed Yes Report - Student and Staff surveys - Professional Development Plans reflective of staff survey responses - Student Data Profile Analysis - Parent Orientation and monthly parental involvement meetings - Title I Meetings - School Improvement Team / Data Team meeting minutes - RTI Coordinator - Implementation of school wide PBIS	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The CNA was conducted using perceptions surveys from parents, community, staff, and students on the evaluation of programs, activities, climate, and culture, policies and procedures. In addition, demographic information is analyzed quarterly to ensure we are aware of the needs the community. Academic data such as state assessment, district reports including Scantron and Study Island, classroom assessments, along with progress monitoring tools are analyzed and dialogue is generated around the results and the effectiveness of the strategies and activities to drive school improvement. The results of the perception, demographic, and academic data are shared in monthly newsletters, monthly staff meetings, weekly staff bulletins, parent leadership meetings, board meetings, assemblies, and various events. After the culmination of data, action plans are devised to continue the use of effective strategies and eliminate unproductive techniques or programs that have been implemented with fidelity which yield undesirable results. The changes made are presented to the parents/community, students, instructional and ancillary staff.

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?

Of 583 students enrolled, 297 are male (51%), 286 are female (49%). 100% qualify for free lunch, 72 students are homeless (12%), 60 are identified as disabled (10%), and 367 are English Language Learners (62%). Our enrollment fluctuates between 586-600 students.

CCA-Middle's staff employs a school leader, dean of students, behavior specialist, instructional coach, data coach, ELL coach, social workers, special education teachers, Response to Intervention teachers,classroom teachers, and instructional aides.

Number of years of experience for teachers:
0-3 years: 4
4-8 years: 10
9-15 years: 6
15+: 2

Staff Demographics: 6% African American; 12% Multi-Racial; 69% Caucasian; 1% American Indian or Alaskan Native; 12% unidentified

Process Data:
After examining the evidence and artifacts of the self-assessment, the school rated itself highest in Standard 1-- Purpose and Direction and Standard 2-- Governance and Leadership. We believe that the school's purpose is clearly defined and is communicated to stakeholders through multiple communication efforts including monthly newsletters, student handbooks, staff handbooks, and the school website. There are also shared beliefs and values among the staff at César Chávez Academy Middle School (CCAMS). In regard to Standard 2-- Governance and Leadership, CCAMS believes the governing body establishes policies and supports practices that ensure effective administration. Additionally, CCAMS policies and practices support the school's purpose and direction and the effective operation of the school. Student handbooks that define expectations, policies and practices to help maintain an effective operation of the school are available, in both Spanish and English, to all members of the learning community. After examining the evidence and artifacts of the self-assessment, Standard 5--Using Results for Continuous Improvement is the area in

which CCAMS ranked the lowest. Despite the systems we have put into place, allowing for the integration and utilization of results from various assessments, surveys, and metrics in order to drive continuous improvement, it has become evident that teachers and administrators need to work together to identify effective ways to collaborate around data to maximize decision-making outcomes. We will continue the dialogue across grade levels and departments ensuring alignment to meet the needs of all our students.

2015 State Assessment Data Proficiency (M-STEP)
6th: Reading- 10%, Math- 8%
7th: Reading- 17%, Math- 7%, Science- 5%
8th: Reading- 24%, Math- 8%, Social Studies- 14%

Scantron- At or Above Grade Level
6th: Reading- 43%, Math- 42%
7th: Reading- 54%, Math- 51%
8th: Reading- 55%, Math- 38%

Behavior Data

There has been a decrease in the number of out of school and in school suspensions. As a whole, classroom behavior has improved. Habitual offenders continue to disregard rules and struggle with behavioral expectations. PBIS and the work of the dean of students has made a tremendous positive impact on the school wide behaviors. That being said, continuous professional development on PBIS, cultural sensitivity, and classroom management is required to continue this upward trend.

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 math, science, and writing.

School Improvement Goals:
Goal 1--All students at CCAMS will become in proficient in English Language Arts (Reading)
Goal 2--All students at CCAMS will become in proficient in English Language Arts (Writing)
Goal 3--All students at CCAMS will become in proficient in Math
Goal 4--All students at CCAMS will become in proficient in Science
Goal 5--All students at CCAMS will become in proficient in Social Studies
Goal 6--All ESL students at CCAMS will increase their English proficiency
Our needs assessment identified strengths and weaknesses in all areas, resulting in goals across all content areas. We collected multiple sources of data including: scantron, previous state assessment results (awaiting Spring 2015 results), perception data, process data, demographic data to determine these school improvement goals. Continued integration of English Language Arts Common Core across all content areas has resulted in an increase in Reading Scantron scores school-wide. All content areas incorporated different types of texts to increase student exposure. The quantity of reading and analyzing increased, which resulted in higher pre and post test scores. This year continued with our RtI classes, which focuses on basic skills, strategies to learn in classroom, study skills, and test prep. Another typing

component will be incorporated to lessen the technological skill barriers when students complete the state tests This is to further our goal of increasing student achievement.

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?

CCAMS practices inclusion where 90% or more of the students are economically is advantaged. RtI and PBIS provide incentives for students who exceed /pass expectations as well. All the goals speak to ALL learners and list the strategies and activities involved in RtI and PBIS that is designed to remediate academic and behavior concerns and celebrate successes.

Component 2: Schoolwide Reform Strategies

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

CCAMS will continue to focus on Response to Instruction and further integration/implementation of Differentiated Instruction. These reform strategies, identify students and their areas of academic weakness allowing for targeted interventions. In Tier 1, all students receive core curriculum using differentiated instruction. Tier 2 focuses on in-class interventions using push-in/pull-out methods from our highly qualified grant funded staff. In Tier 3, we utilize strategic grouping based on student performance data is utilized to place students into the proper RtI course allowing them to further developed foundational skills necessary to perform in core curricular classes. If students are still struggling in Tier 3 they are invited to partake in extended learning opportunities (after school tutoring, summer school, ESL after school, and summer school support).

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).

Differentiated Instruction, Response to Intervention, Monitoring of Best Practices (by Instructional Coach), monthly meaningful professional development sessions that support the SIP are some of the research based methods and strategies in the SIP to increase the quality and quantity of instruction. These methods and strategies create a net to support our students as they learn and explore within each content area, ensuring that all students receive quality instruction as well as additional opportunities for academic support or enrichment. Summer school, after-school tutoring, additional learning activities/opportunities, formative assessment, and effective Tier 1 instruction are also incorporated.

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

This being an inclusion district, each classroom is filled with students of drastically varied levels of understanding. Differentiated instruction provides a process to instruct at varied ability levels. Some of our students are enough below grade level or lack important basic skills requiring additional learning opportunities outside of already scheduled instructional time. RtI provides additional instructional time to provide interventions that will close the gap and allow those students to get the most out of normal classroom activities. Many times when a student struggles with understanding of basic academic concepts, a correlation is found with poor behavior. PBIS is meant to reward good behavior and correct bad behavior, hopefully improving the learning environment for all. Lastly, because we have a high English language learner population, a SIOP program will ensure that these students are supported within their classes. Best practices allow Tier 1 instruction to stay at a level of rigor for the 80% of targeted students.

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.

We have a detailed Response to Intervention plan that we will upload to the diagnostic outlining our interventions.

In order to determine which students are in need of interventions our data is analyzed closely. We will be transitioning from Scantron, as our universal screener, to NWEA test, per our authorizer. We will work this summer to determine entry and exit criteria for the program. Additionally, other assessment data and teacher recommendations are taken into account. Once at risk students are identified, lists go out to teachers and support staff is assigned to classrooms with the greatest need.

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

Progress monitoring serves to gauge the progress of these students through grades and assessments. If a student fails to progress over the course of two cycles, then they are considered for special education evaluation.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

This year we have a 20% turnover rate for this school year. Teachers left for a variety of reasons including continuing their education, family related concerns, moving into higher paying districts, transitioning careers, building or workplace issues, or moving into positions closer to home.

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

Total teaching staff: 39 teachers

Years Experience	% of Teaching Staff
0-4	50%
5-10	27%
11-15	23%

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

CCAMS administration as well as The Leona Group are committed to recruiting and retaining highly qualified teachers. In order to do so, the school administrators actively recruit at neighboring schools as well as teacher job fairs hosted throughout the school year. The school and management company offers competitive starting salaries, a competitive benefits package, incentives to lower benefit costs, and positive word of mouth association from current staff members. Teachers are CCAMS are covered under a collective bargaining agreement. Highly qualified teachers are offered performance based increases and/or bonuses per the collective bargaining agreement. Special Education reimbursement for tuition, the ability to receive continuing education units, and twelve month pay are available.

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

The Cesar Chavez administration attends college recruiting fairs, offers competitive starting salaries, a benefit package, and positive word of mouth association from currents staff members as well as a New Teacher Academy for teachers who have less than three years' experience. Highly qualified teachers are offered performance based increases and/or bonus per the collective bargaining agreement. Special education reimbursement for tuition, continuing education units (CEU's) approval, and twelve month pay is available. The district provides up to date facilities and a variety of technology available to the classrooms.

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

There is approximately a 20% turnover rate, which is higher than previous years. The initiatives that the school has implemented to address the turnover rate of highly qualified teachers are peer coaching and mentoring, professional development opportunities, and opportunities to work on school leadership in various capacities.

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 results of the comprehensive needs assessment are used to create a written professional development plan that identifies ongoing and sustained professional development that is aligned to the Goals, Objectives, Strategies and School-wide Reform Model. These include the continued incorporation of the SIOP model, as a district, for English language learners. Additional professional learning opportunities include:
- inquiry based science instruction
- Response to Intervention/helping at-risk students succeed
- Development of professional learning communities and cooperative, professional relationships
- Differentiated and data based instruction
- Understanding and utilizing standards based grading/instruction
- Understanding and implementing Common Core State Standards, Next Generation Science Standards, and the MC3 Curriculum
- Effective leadership practices
- Formative assessments to aide in identification for Response to Intervention and data driven instructional practices
- Writing across curriculums

English Language Arts
- Differentiated instruction and use of interventions within the classroom
- Professional Learning Communities
-MTCE Conference for entire department
-Continued professional development for all involved in teaching reading strategies
-Professional development to support ELL
- A professional development will occur and information learned will be implemented to inform all stakeholders of effective strategies to engage, prepare, and assess ELL students
-Teaching and support staff will continue to learn strategies to effectively differentiate instruction for increased student success.
-Additionally, teachers will form professional learning communities to coordinate practice of differentiated instruction and formative assessments
-Staff will receive professional development in the implementation of a successful response to intervention program.
-Staff will continue to receive professional development in successfully implementing the 8 components of SIOP
-Instructional Rounds Training for implementation of SIOP
-Staff will receive training in creating appropriate learning and assessment opportunities that support grade-level content through the use of laptops, iPads, and desktop computers

Math
-Staff members will be trained throughout the school year:
-Rick Wormeli Training for entire department and interventionists
-Jonathon Gould training for hands on/differentiated MATH instruction
-Training to be able create alignment between CCSS, curriculum and assessment.
-Training to create EFFECTIVE math centers at the MIDDLE SCHOOL LEVEL
-Staff will benefit from participation in professional learning communities that coordinate practice and training of differentiated instruction and

formative assessments

-Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P. to support instruction.

-PD on Technology Integration at Middle School Level Active Inspire Training Promethean Board Training

-Staff will participate in Study Island PD to enhance use of tool for student assessment and progress monitoring and practice

Social Studies

-Staff will participate in continued professional development to learn how to maximize strategies to effectively differentiate instruction for increased student success.

-Social Studies Data Analysis

-Off site Professional Development for content Professional Development for At-Risk Classroom Management

-Utilizing New Universal Screener

-Staff will benefit from their participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments.

-MC3 curriculum and instructional shift training

Science

-Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments.

-Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom

-Training to create and implement a Flipped Classroom

-STEAM Training

-Creating Cross curricular science Projects training

-Online Text/Subscriptions/ Upkeep

-NGSS curriculum and instructional shift training

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

The expectation is for the instructional staff to implement the strategies as prescribed and document them in lesson plans, curriculum maps, and pacing guides. The coach, administration, and instructional leadership team will complete walk-throughs, gradebook audits, and provide lesson plan feedback to ensure this is occurring within the classrooms. Multiple topics are revisited or built upon through professional learning communities and off site PLC and PD opportunities.

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

Component 6:   Strategies to Increase Parental Involvement

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

We have monthly parent meetings that are designed by the school's social workers in addressing parental needs in making the middle school experience an enjoyable learning experience.The program is further designed to increase parental resources both inside the school and within the community. Topics vary each month based on parent suggestions and the needs assessment. The school-wide plan is also discussed at the annual Title 1 meeting as posted on agendas. Moving forward into the 2016-2017 academic year, parents will be invited to have a larger voice on the School Improvement meeting.

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

Parent meetings are held on a monthly basis to better assist parents in topics that are school related; struggling readers, career focused programs, how to better assist their child in the middle school years and beyond in a variety of other topics or current events   that affect the school. Guest speakers are invited in to discuss community resources with parents as it pertains to their needs and wishes.

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

Parents are asked to evaluate each monthly session and the overall parent program at the May parent meeting.

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

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

1118 (e) (1) School staff annually shares the State's content expectations with parents, the state's annual assessment with parents, and how to monitor their child's progress.Information is shared during Title 1 meetings, Parent Workshops, and Parent Teacher Conferences

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement:

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:

bilingual books for parents

parent computer resource stations

invitations to community events

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents,

to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school: On-going professional development for staff on effective ways to increase parent involvement occurs annually.

Professional Development - Cultural Sensitivity/Parent Engagement (August/September 2015)

school committees for family night

literacy and math nights

school wide PD on DI and SIOP

Team building events with parents, students and staff

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children: Coordination with other programs for parent involvement includes:

Curriculum nights

Open House

District/School workshops

Transition day

Family Activity nights

1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand: Information is shared with parents in a language and format they can understand. Examples include:

Newsletters

school communication letters

reminders

permission slips

academic rubrics

website

student/parent/school compact

behavior rubric

student handbook

surveys

agendas

assignments

All communication is provided in Spanish and English

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request: Parents are provided with other reasonable support such as:

bi-lingual staff

translated documents

Child care is provided during parent meetings

Parent Leadership Institute

list of community agencies to help with additional needs both academic and social

1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children: Staff provide opportunities for full parent participation:

handicapped accessible facilities

flexible meeting times

bilingual interpreters

accommodations for parents with disabilities (deaf, blind, etc)

collaboration with community agencies (only put this one if you do it)

transportation assistance

newsletters written in English and Spanish

Website in English and Spanish

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

Parents will meet monthly to evaluate if the components of the plan are being implemented with fidelity. Other stakeholders will complete surveys to evaluate the parent involvement of the SIP to ensure the activities and strategies are being implemented regularly and consistently to yield the desired results.

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

Strategies and activities will be revised or eliminated depending on the results collected. Research will be completed to adopt or adapt new programs and strategies to increase parental involvement.

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

The school-parent compact was development by the school improvement team as well as leadership team and shared with all stakeholders for revisions/edits.

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

Not Applicable- Middle School

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

The school-parent compact is discussed and signed at the Title I parent meeting and beginning of the year orientation. The compact is included in the school enrollment packet and will be filed with student CA-60s. Then, the teacher, student, and parents will revisit and discuss at the spring conferences.

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

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

We send home academic results in both English and Spanish. We discuss academic results at Parent/Teacher Conferences in which we use parent friendly language, as well as provide Spanish/English translators. Bi-Lingual support is always available throughout the building for any impromptu parent visits and phone calls.

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?

We have a district transition day for 5th grade students transitioning to middle school as well as for 8th graders transitioning to high school. During these events school wide expectations, curriculum, extended learning opportunities, after school clubs, sports, and other opportunities are discussed with students. In addition, students get a tour of the building and a chance to meet and interact with their new teachers. Additionally, high achieving 8th grade students are able to attend a mathematics session in the high school to aid in the transition.

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?

Middle School to High School transition strategies:

Career Cruising: started in middle school and log-in information is used to provide the continuation through high school

Advanced classes: our students are offered advanced classes in math and/or language arts taught at the high school for our 8th graders

Swap Day: We allow the 5th graders to tour and get an introduction to middle school, while the 8th graders do the same at the high school.

Orientation: Before school begins an orientation is provided for students to get bell schedules, uniforms, and all paperwork and legal documents are signed. The student code of conduct is discussed, handed out, and signed by students.

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?

All staff meet on a quarterly basis in curriculum teams to discuss school-based academic assessments. Curriculum maps and lesson plans are then realigned to meet deficient areas as identified by those assessments. Curriculum teams meet with the district and school's curriculum coaches to discuss what if any subject areas require re-teaching. Each decision, as it relates to curriculum, instruction,and assessment is made and implemented by all staff members represented on teams within the school. Data is also discussed similarly at content, grade level and in RtI meetings.

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

Teachers and staff are responsible for analyzing student achievement data on a quarterly basis (dictated by the school's assessment timeline) as prescribed assessments are given within their classes. Data is then analyzed as both whole-group data and Section specific data, in addition to individual student data. Curriculum maps and pacing guides are then realigned to re-teach areas that show deficiencies. This data is also analyzed in teams coordinated by subject area, grade level, and/or by RtI coordinators.

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.

First, students are identified by looking at their State Assessment scores and proficiency levels. Second, students are identified by Scantron cut scores. Third, students may be identified by their teachers through pre/post test scores. Students whom are identified as not achieving at least proficient state-wide academic achievement scores are identified and processed through the RtI intervention protocal. Academic aides, title one teachers, para-educators, and special education teachers are in classrooms to work specifically with students whom are having difficulty achieving basic state achievement scores. The support staff implements RtI (response to intervention), SIOP and differentiated instruction strategies in assisting students to meet proficiency levels on the State mandated Assessments. Students are then reassessed by the support staff on a biweekly basis to update student progress. Multiple schoolwide assessments are then given at the end of each academic quarter to further track their progress or target other students.

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?

Most students are identified using Scantron data, which is administered 3 times throughout the year through benchmark testing. Students are first assessed in October to set pre-scores. If performing below grade level or drastically under the normal range, they may be identified immediately. They are re-assessed in January and may enter the RtI system at this point if under-performing. These students are pulled by interventionists to work on their missing skill-sets or are tutored in their areas of struggle. These students are then tracked for improvement through interventionist's assessments and through further benchmark testing.
For all students, weekly progress reports are given out by teachers to students each week outlining their current academic grade(s) in all of their classes. Bi-weekly school wide progress reports are mailed home to assure parental communication. Additional time is provided and offered to all students in the areas of after school academic tutorial sessions once a week.

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

Most instructors assess how their students learn best and then differentiate based on multiple intelligence information. Classroom instruction is varied based on student need in each class. Teachers vary whole group, small group, and one-on-one instruction by their classes' needs. Teachers also vary their lesson types based on different styles of learners. Pre-tests are utilized to measure the students' prior knowledge and determine what materials and instructional strategies are essential to facilitating student growth. Post-tests then assess for mastery of the content following instruction. Any student that doesn't meet basic mastery is then identified to work with interventionists on determining why mastery was not met. RTI is an avenue that is used to give leveled/tiered instruction in addition to the classroom at least for an hour with supplemental materials and support from 31a and Title 1.

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.

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

Title I: Additional support is provided to student through Title I teachers and Title I Interventionists, online technology and site licenses, Data/RtI Coach, Instructional Coach, and Parental Involvement activities including but not limited to Parental Involvement Book Club, Bilingual Parent Planners, Refreshments for monthly parent meetings, and educational parent items for raffles during parent meetings. Title I will also fund a Parental Involvement Coordinator. Title I will also fund after school tutoring and summer school tutoring programs for at-risk students.

IIA-Professional Learning for staff in leaders. Professional staff developments including but not limited:

1. High yield science strategies, Inquiry Based Science Instruction

2. Instructional Rounds/Instructional Learning Cycles

3. Rti/PBIS, helping at-risk kids succeed

4. Professional Learning Communities and Professional Relationships to increase student achievement

5. Differentiated Instruction and Data Based Instruction

6. Understanding and Utilizing Standards Based Grading

7. Understanding and Aligning Common Core Standards

8. Effective Leadership Practices (for School Leaders)

Title III will fund:

1. After school tutoring instructors for language acquisition

2. Summer School Tutoring instructors for language acquisition

3. ESL Coach

4. Tuition Reimbursement

5. Special Populations Conference

6. PD on Language and Literacy Strategies

7. Materials and supplies for Parent Workshops

8. Refreshments for parent workshops

9. Stipends for staff to present at parent workshops

31a will fund supplemental teachers and paraprofessionals, after-school tutoring for at-risk students, summer school tutors/instructors, behavior interventionist, and additional security.

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

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

1. Comprehensive needs assessment-General Fund School improvement committee and data entry team meeting to analyze student data, Title I staff, 31a staff, and Title III staff will also be involved in this discussion and data collection process.

2. School-wide reform strategies-Title I, 31a, Title III and general funds will provide staff to carryout the Response to Intervention program,

differentiated instruction, and data-based decision making.

3. Instruction by highly qualified professional staff-General fund, Title I, Title III, and 31 a staff are all highly qualified.

4. Strategies to attract high quality, highly qualified teachers-Title II-A Job fairs, teacher mentoring, teacher reimbursement for returning to school, competitive salaries and bonuses, qualified to participate in teacher loan forgiveness program

5. High-quality and ongoing professional development-General fund, Title I, IIa, Title III, and 31a all provide opportunities for professional learning based on the school's comprehensive needs assessment.

6. Parent involvement-General Funds, Title I funds, and Title III all fund parental involvement activities such as Parent book clubs, bilingual student planners, refreshments for monthly parent meetings, educational gift cards for parent raffles, parent meetings, and presenters for parent meetings, and parent training.

7. Transition strategies-General Funds pay for the 8th grade transition day

8. Teacher participation in making assessment decisions-General Fund ,Title I, Title III, and 31a Grade-level team meetings, data meetings, RtI meetings

9. Timely additional assistance to students-General Funds, Title I, Title III and Section 31a At-Risk IDEA, Part B Paraprofessionals, LRE aides, summer school, Assistive technology and Title I tutors, Behavior Intervention Specialist, Security, HQ instructional assistants

10. Coordination and integration of federal, state and local programs and resources-General Fund, Title I, Title IIA, Title III, and 31 a all work together to provide supplemental support throughout the school to our 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.

We have community partnerships that will come and present at our school. We have a partnership with Lavida to provide domestic violence awareness.

Evaluation:

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

We use the MDE evaluation tool to evaluate programs in addition to data analysis. Data is analyzed to monitor the progress of student achievement in the core content areas; we will be using the MI Excel protocol for data dialogues. Content standards are assessed through formative assessment, pre/post tests, as well as Scantron and Study Island. The data from these tests drives instruction. Data is collected from discipline and attendance records via LiveSchool and LEADS. Behavior reports are analyzed and presented to staff monthly to determine where and how frequently unacceptable behavior is occurring. The teams also assess the areas of the school which may require an increase in monitoring or further formation of behavior procedures. Data collected from parent surveys and student surveys are used to determine the satisfaction of those served.

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

Data from State and Quarterly assessments is analyzed to determine if instructional strategies are effective. Instruction is adjusted based on gains/losses and strengths/weaknesses. Survey data, process data, demographics, achievement data, and benchmark testing data are all analyzed. Parent survey and parent evaluations are considered when assessing a program. Curriculum maps and pacing guides are also revisited and revised to reflect whether more or less interventions are necessary.

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.

We track and monitor student progression through the RtI program as well as identifying whether proficiency levels of students change on State Assessments. Quarterly assessments are also monitored for changes. Data should show a decrease in interventions in correlation to a increase in benchmark scores or proficiency levels.

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?

If data determines that programs are effective, they continue to be monitored and/or modified to increase effectiveness. If data determines that programs are continually ineffective they are then eliminated.

School Improvement Plan 2016-2017

Overview

Plan Name

School Improvement Plan 2016-2017

Plan Description

School Improvement Plan 2016-2017

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cesar Chavez Academy Middle School will become proficient in English Langauge Arts and Reading	Objectives: 2 Strategies: 11 Activities: 40	Academic	$1294200
2	All students at Cesar Chavez Academy Middle School will become proficient in Writing	Objectives: 1 Strategies: 6 Activities: 12	Academic	$568000
3	All students at Cesar Chavez Academy Middle School will become proficient in Math	Objectives: 1 Strategies: 6 Activities: 16	Academic	$1072000
4	All students at Cesar Chavez Academy Middle School will become proficient in Science	Objectives: 1 Strategies: 6 Activities: 19	Academic	$1035000
5	All students at Cesar Chavez Academy Middle School will become proficient in Social Studies	Objectives: 1 Strategies: 7 Activities: 16	Academic	$762900
6	All students at Cesar Chavez Academy Middle School will become proficient in the English Language.	Objectives: 1 Strategies: 5 Activities: 11	Academic	$16000

Goal 1: All students at Cesar Chavez Academy Middle School will become proficient in English Langauge Arts and Reading

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing the number of students reading at or above grade level in English Language Arts by 06/30/2017 as measured by district (NWEA) and state assessment (M-STEP)..

Strategy 1:

21st Century Technology Integration - Technology will be integrated across the curriculum in order to deepened and enhance the learning process. To accomplish this, the technology will support active student engagement, participation in student collaborative group, frequent interaction and feedback, and connection to real-world examples and experts. This integration will be achieved by making the use of technology part of a routine as it supports 21st Century curricular goals. Technology integration will enable students and staff to access online reading assessments and programs as well as appropriate reading and instructional materials.

Category: English/Language Arts

Research Cited: Technology based reading programs/assessments (Star Reading Program, Accelerated Reader program, supplemental programs Read Naturally, Read 180, IXL, Compass Learning), Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Teacher Training on Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop -NWEA - Accelerated Reader -Accelerated Math -Big Ideas -Compass Learning -Google -Microsoft	Technology	Tier 1	Implement	08/22/2016	06/30/2017	$26700	Section 31a, Title I Schoolwide, Section 31a	School leadership, instructional leadership team, instructional staff, support staff, office staff

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

| To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports | Technology, Materials | Tier 1 | Getting Ready | 08/22/2016 | 06/30/2017 | $100000 | Title I Schoolwide | School leadership, instructional leadership team, instructional staff, support staff, technology team |

Activity - Utilize Assisted Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency.	Implementation, Technology, Curriculum Development, Direct Instruction	Tier 1		08/22/2016	06/30/2017	$50000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff, technology leadership

Strategy 2:

Differentiated Instruction - Staff will work collaboratively to use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate

opportunities to assist students in the acquisition of content material and skills-based practice.

Category: English/Language Arts

Research Cited: A Handbook for Classroom Instruction that Works, (Marzano); Michigan Department of Education, Wayne RESA, PBIS Support from Academic

Support Theory, Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Creative Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan
Cesar Chavez Middle School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for ELA department	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$15000	Other, Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Activity - Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$9500	Title III, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, RtI, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.	Implementation, Communication, Professional Learning, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$2000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Effective Use of Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction. | Academic Support Program, Professional Learning, Teacher Collaboration | Tier 2 | Implement | 08/22/2016 | 06/30/2017 | $60000 | Title I Schoolwide | School leader, Instructional Coach, Data Coach, Reading specialist |

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, reviewing lesson plans and lesson delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with the instructional leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Walkthrough, Academic Support Program, Monitor, Professional Learning	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	Title I Schoolwide	School Leader and Instructional Coach

Activity - Effective Use of Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities.	Academic Support Program, Monitor	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	Title I Schoolwide	School leader, instructional coach, data coach

Activity - Effective Use of ELL Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELL coach has a multitude of responsibilities that mostly include working with the school leader and coaches to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in regards to English Language Learners and use of the SIOP model. She works closely with the instructional leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$60000	Title I Schoolwide	School leadership, instructional leadership team

Strategy 3:

Reading and Writing Across the Content Areas - All staff will support students in acheiving school-wide reading and writing goals across all grade levels and content areas

Category: English/Language Arts

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Informational Text	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.	Implementation, Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$5000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development for all involved in teaching reading and writing strategies to increase the use of writing across the curriculum	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$5000	Title I School Improvement (ISI)	School leadership, instructional leadership team, instructional staff, support staff

Activity - Writing Across the Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing curriculum and materials to teach and implement strategies across content area Professional development for instructional staff to improve the amount and rigor of writing across content areas	Supplemental Materials, Curriculum Development	Tier 1	Implement	08/21/2015	06/17/2016	$15000	Title I Schoolwide, Title I School Improvement (ISI)	Instructional Staff, Instructional Coach, School Leader

(shared) Strategy 4:

Response to Intervention - Staff will use effective, research-based strategies for student academic growth and instruction as outlined in RtI

Category: Learning Support Systems

Research Cited: Marzano, What Works in Schools, Response to Intervention

Tier:

Activity - Daily Tiered Interventions	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 weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$420000	Title I Schoolwide , Section 31a	School leadership, instructional leadership team, instructional staff, support staff

Activity - Continuous and Documented Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RtI folders and discussed in the RtI meetings and data meeting with support staff, coaches, teachers, and leader.	Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$5000	Title I Schoolwide , Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Development on Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA-MS to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

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

| The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement. | Academic Support Program, Monitor | Tier 2 | Monitor | 08/22/2016 | 06/30/2017 | $0 | No Funding Required | School leadership, instructional leadership team, instructional staff, support staff |

Activity - Documented Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff, and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed to monitor strategies being used and plan for the next steps of implementation of techniques and strategies that directly highlight and address the areas of improvement.	Policy and Process	Tier 2	Monitor	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff, office staff

Strategy 5:

Effective Implementation of Positive Behavioral Intervention Support - PBIS will be promoted, encouraged, and monitored by the PBIS team, teachers, special education teachers, support staff, and school leadership. Monthly parties with various themes are planned to celebrate positive behavior exhibited by students based on Live School monitoring. Students receive positive or negative points based upon behaviors in classrooms and within the school building which is monitored on Live School. Negative behavioral referrals are made in Live School and the information is shared with staff to discover when and where offenses are occurring and by whom, to determine any patterns, and address behaviors through a data driven analysis.

Category: School Culture

Research Cited: Positive Behavior Support Theory, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Eagle Expecations and Eagle Dollars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/21/2015	06/17/2016	$7000	Title I Schoolwide , Title I Schoolwide	School leadership, instructiona l leadership team, instructiona l staff, support staff, office staff

Activity - PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days.	Professiona l Learning	Tier 1	Monitor	08/22/2016	06/30/2017	$2500	Title II Part A	School leadership, instructiona l leadership team, instructiona l staff, support staff, office staff

Activity - Monthly PBIS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
The PBIS team will meet monthly to discuss SWIS data, plan PBIS parties, discuss the referral system and implementation of the program as a whole.	Professiona l Learning, Teacher Collaborati on	Tier 1	Monitor	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructiona l leadership team, instructiona l staff, support staff, office staff

Activity - Daily Schoolwide Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

| Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior. | Behavioral Support Program | Tier 1 | Monitor | 08/22/2016 | 06/30/2017 | $500 | Title I Schoolwide | School leadership, instructional leadership team, instructional staff, support staff, office 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 and visual representations will be created, incentives will be purchased, rewards will be distributed for exemplary behaviors.	Materials, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$1000	General Fund	School leadership, instructional leadership team, instructional staff, support staff, office staff

(shared) Strategy 6:

Increased Responsiveness to ELLs in the General Classroom - Staff will use best practices to respond to the educational needs of English Language Learners in the general education classroom. Best practices include use of Sheltered Instruction Observation Protocol (SIOP) model and ELL resources and materials.

Category: Learning Support Systems

Research Cited: Echeverria, et al: Making Content Comprehensible, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - SIOP training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete training for new staff and refresher courses for all on implementing the 8 components of SIOP and will benefit from the continued support and guidance of the district ELL coach and outside professional development presenters.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff, office staff

Activity - Daily Implementation of the SIOP model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Implementation, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Strategy 7:

Extended Learning Opportunities - Teaching staff and administration will use data to identify at risk students for after school and summer school tutorial sessions that

will provide supplemental support to students for mastery of content and skills

Category: Learning Support Systems

Research Cited: Marzano, A Handbook for Classroom Instruction that Works, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support

Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 2

Activity - After-School Tutoring Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$53000	Section 31a, Title III	School leadership, instructional leadership team, instructional staff, support staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$78000	Title III, Section 31a	School leadership, instructional leadership team, instructional staff, support staff

Strategy 8:

Increased Parental Involvement - Staff will promote activities and collaborative environment to promote effective engagement of parents in their child's education

Category: School Culture

Research Cited: Epstein's Framework for Parental Involvement, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory,

Marzano Research

Tier: Tier 1

Activity - Monthly Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success.	Parent Involvement	Tier 1	Implement	08/22/2016	06/30/2017	$5000	Title I Schoolwide, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff, office staff

(shared) Strategy 9:

Increase the Utilization of ESL Teachers - An ESL teacher will use research based strategies to promote mastery and provide

interventions as well

Category: Learning Support Systems

Research Cited: Instructional Assessment of ELL in the K-8 Classroom by Diane Brantley and the RtI Network Research

Tier: Tier 2

Activity - Utilize ESL teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL teacher will use research based strategies to promote mastery and provide interventions as well ESL staff will receive ongoing professional development and work with instructional and support staff to incorporate ESL best practices and instructional methods in general education classrooms and across content areas to improve ESL learner outcomes.	Academic Support Program, Professional Learning			08/22/2016	06/30/2017	$40000	Title III	school leader, instructional staff, ESL staff, support staff

Activity - Increase the Number of ESL Certified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| To service our ELL population, the school will work with The Leona Group and Saginaw Valley State University to offer incentives and special programming to enable our teachers to obtain ESL endorsements on their teaching certificate. Additionally, ESL endorsements will be emphasized during recruitment and matriculation of new staff. | Recruitment and Retention, Professional Learning | Tier 2 | Implement | 08/22/2016 | 06/30/2017 | $0 | No Funding Required | School leadership team, instructional staff |

Strategy 10:

Effectively Teaching the Common Core - Professional learning communities comprised of instructional staff will be used to increase alignment of instruction to the Common Core State Standards. Instructional staff will continuously undergo training and professional development on implementation of best practices teaching the Common Core State Standards to serve as a means for continuous improvement and up to date practices. Instructional coaching will be used to provide resources to maintain alignment of lessons and instructional practices to the Common Core State Standards as well as to assist in improving the rigor of classroom instruction. Technology based programs will be used to align classroom assessments to Common Core State Standards as well as to increase the rigor of questioning and instruction in the classroom.

Category: Career and College Ready

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Effective and Ongoing Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results. Naiku, or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.	Monitor, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/30/2017	$15000	Title I Schoolwide	School administration, Instructional Leadership Team, Instructional Staff, Support Staff

Activity - Effective Use of Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, reviewing lesson plans and lesson delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with the instructional leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program, Walkthrough, Monitor	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	Title I Schoolwide	School leadership team, instructional staff, support staff

School Improvement Plan

Cesar Chavez Middle School

Activity - Effective Use of Data Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities.	Academic Support Program, Monitor, Evaluation, Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	Title I Schoolwide	School leadership team, instructional staff, support staff

Activity - Increase Levels of Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on engagement strategies which will be incorporated into their lesson plans and delivery. Classroom participation and mastery will increase from increased levels of engagement.	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$10000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Activity - Increased Use of Rigorous Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize best practices and recommended strategies to teach the Common Core State Standards including close reading, paired texts, use of graphic organizers, building background knowledge, and academic vocabulary instruction. Teachers will increase the use of informational text to align with recommendations set forth by national and state standards. Students will benefit from more rigorous instruction that aligns with the Common Core State Standards.	Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Utilizing Informational Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use of informational texts within English Language Arts as well as across content areas. This may included using paired reading strategies. Students will benefit from increased informational text exposure and informational text reading strategies that align with CCSS.	Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$5000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Measurable Objective 2:

A 5% increase of English Learners students will demonstrate a proficiency reading in English Language Arts by 06/30/2017 as measured by WIDA, M-STEP English Language Arts, and NWEA Reading.

(shared) Strategy 1:

Response to Intervention - Staff will use effective, research-based strategies for student academic growth and instruction as outlined in RtI

Category: Learning Support Systems

Research Cited: Marzano, What Works in Schools, Response to Intervention

Tier:

Activity - Daily Tiered Interventions	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 weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$420000	Title I Schoolwide, Section 31a	School leadership, instructional leadership team, instructional staff, support staff

Activity - Continuous and Documented Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RtI folders and discussed in the RtI meetings and data meeting with support staff, coaches, teachers, and leader.	Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$5000	Title I Schoolwide, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Development on Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA-MS to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Activity - RtI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement.	Academic Support Program, Monitor	Tier 2	Monitor	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Documented Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff, and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed to monitor strategies being used and plan for the next steps of implementation of techniques and strategies that directly highlight and address the areas of improvement.	Policy and Process	Tier 2	Monitor	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff, office staff

(shared) Strategy 2:

Increased Responsiveness to ELLs in the General Classroom - Staff will use best practices to respond to the educational needs of English Language Learners in the general education classroom. Best practices include use of Sheltered Instruction Observation Protocol (SIOP) model and ELL resources and materials.

Category: Learning Support Systems

Research Cited: Echeverria, et al: Making Content Comprehensible, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

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

| Complete training for new staff and refresher courses for all on implementing the 8 components of SIOP and will benefit from the continued support and guidance of the district ELL coach and outside professional development presenters. | Professional Learning | Tier 1 | Getting Ready | 08/22/2016 | 06/30/2017 | $2000 | Title II Part A | School leadership, instructional leadership team, instructional staff, support staff, office staff |

Activity - Daily Implementation of the SIOP model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Implementation, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Strategy 3:

Extended Learning Time and Additional Support - Additional time will be allotted to ensure targeted instruction is given and mastery is

made with remediation and academic support

Category:

Research Cited: Reading, Writing, and Learning in ESL: A Resource Book by S.Perejoy, O. Boyloer and Allyn and Bacon

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring will be offered to assist students will instructional strategies derived from best practices and differientated instruction	Academic Support Program	Tier 1	Implement	08/21/2015	06/17/2016	$56000	Title III, Section 31a	schoold leader, instructional staff, instructional coach

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

| ELL learners will be provided the opportunity to be involved in additional instruction that addressed their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth | Academic Support Program | Tier 1 | Implement | 08/21/2015 | 06/17/2016 | $2000 | Title III | school leader, instructional coach, instructional ELL coach |

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments	Parent Involvement	Tier 1	Implement	08/21/2015	06/17/2016	$2000	Title III	District Ell coordinator, Ell coach

(shared) Strategy 4:

Increase the Utilization of ESL Teachers - An ESL teacher will use research based strategies to promote mastery and provide

interventions as well

Category: Learning Support Systems

Research Cited: Instructional Assessment of ELL in the K-8 Classroom by Diane Brantley and the RtI Network Research

Tier: Tier 2

Activity - Utilize ESL teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL teacher will use research based strategies to promote mastery and provide interventions as well ESL staff will receive ongoing professional development and work with instructional and support staff to incorporate ESL best practices and instructional methods in general education classrooms and across content areas to improve ESL learner outcomes.	Academic Support Program, Professional Learning			08/22/2016	06/30/2017	$40000	Title III	school leader, instructional staff, ESL staff, support staff

Activity - Increase the Number of ESL Certified Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To service our ELL population, the school will work with The Leona Group and Saginaw Valley State University to offer incentives and special programming to enable our teachers to obtain ESL endorsements on their teaching certificate. Additionally, ESL endorsements will be emphasized during recruitment and matriculation of new staff.	Recruitment and Retention, Professional Learning	Tier 2	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership team, instructional staff

Goal 2: All students at Cesar Chavez Academy Middle School will become proficient in Writing

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 at grade level in Writing by 06/30/2017 as measured by writing benchmark and M-STEP..

Strategy 1:

Strategic Planning and Execution of Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction to allow for

creative groupings and appropriate opportunities to assist students in the acquisition

of content material and skills-based practice

Category: English/Language Arts

Research Cited: Marzano best practices

Tier: Tier 1

Activity - Creative groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Implementation	Tier 1	Implement	08/21/2015	06/17/2016	$0	No Funding Required	all instructional staff

Activity - Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching and support staff will continue to learn strategies to effectively differentiate instruction for increased student success. Staff will have at least two planned sessions in a school year. Additionally teachers will form professional learning communities to coordinate practice of differentiated instruction and formative assessments Search for different writing programs to meet the needs of diverse learners	Professional Learning	Tier 1	Implement	08/21/2015	06/17/2016	$10000	Title I Schoolwide	school leader, instructional coach, instructional staff, support staff

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

| The instructional coach responsibilities include monitoring student growth, review lesson plans, feedback, data, and best practices. They work closely with instructional and support staff, providing assistance and assisting with SIP goals and activities. | Academic Support Program | Tier 1 | Implement | 08/22/2016 | 06/30/2017 | $10000 | Title I Schoolwide | School Leader, Instructional Coach, Instructional Coach, 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	08/22/2016	08/30/2017	$2000	Title I Schoolwide	School leader, Instructional Coach, Instructional Staff, support staff

Strategy 2:

Extended Learning Opportunities - Staff will offer supplemental opportunities for students to receive support in achieving

individual learning goals.

Category:

Research Cited: school demographics, school information from quarterly assessments, school information from state

assessments

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/21/2015	06/17/2016	$56000	Section 31a, Title III	Identified teaching and support staff Curriculum Coach Administration

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

Students will be given supplemental support through summer learning oppportunities	Academic Support Program			08/21/2015	06/17/2016	$73000	Title III, Section 31a	All summer school teaching and support staff

Strategy 3:

Writing Across the Content Areas - All staff will support students in achieving school-wide reading and writing goals

across all grade levels and content areas

Category:

Research Cited: CCSS

Tier:

Activity - Writing Practice through content area materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in activities using content-area materials that allow for practice and support in achieving school-wide reading and writing goals including writing about informational text	Implementation			08/21/2015	06/17/2016	$11000	Title I Schoolwide, Other	all instructional staff and aides, curriculum coach

Strategy 4:

Response to Intervention and Positive Behavior Support program - Staff will use effective, research-based strategies for student academic and behavioral

support and instruction as outlined in response to intervention and positive behavior support theory

Category:

Research Cited: Marzano, Best Practice, Response to Intervention and PBS theory

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/21/2015	06/17/2016	$390000	Section 31a, Title I Schoolwide	all instructional and support staff

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

| Students will participate in an incentivized program that will increase their understanding of the positive behavior and character traits that will support their academic success | Behavioral Support Program | | | 08/21/2015 | 06/17/2016 | $2000 | Title I Schoolwide | all staff |

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development in the implementation of a successful response to intervention program.	Professional Learning			08/21/2015	06/17/2016	$2000	Title II Part A	school leader, curriculum coach

Strategy 5:

SIOP - Staff will use the S.I.O.P model to support ELL student achievement

Category:

Research Cited: Echeverria, et al: Making Content Comprehensible

Tier:

Activity - SIOP training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional development in successfully implementing the 8 components of SIOP Instructional Rounds Training for implementation of SIOP	Professional Learning			08/21/2015	06/17/2016	$2000	Title II Part A	all staff, administration

Strategy 6:

Technology - Staff will plan for and integrate technology into classrooms to give students

additional, multiple means to access content. Students are visual learners and all learn differently. Students

will be allowed to use lap tops, online learning and intervention programs and other technology purchased

by the school in daily instruction within the classrooms

Category:

Research Cited: Marzano, best practice

Tier:

Activity - New technology training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

staff will know how to use appropriate learning and assessment opportunities that support grade-level content through the use of laptops, neos, and desktop computers	Professional Learning			08/21/2015	06/17/2016	$10000	Title I Schoolwide	school leader, curriculum coach, teaching staff

Goal 3: All students at Cesar Chavez Academy Middle School will become proficient in Math

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 score of proficient in Mathematics by 06/30/2017 as measured by math portion of state assessment, NWEA, and benchmark testing..

Strategy 1:

Planning and Execution of Differentiated Instruction - Staff will work collaboratively to use data to inform and plan for differentiated instruction to allow for creative

groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice.

Category: Mathematics

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and

Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Use of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success.	Materials	Tier 1		08/22/2016	06/30/2017	$10000	Title I Schoolwide	School leader, classroom teachers, instructional coach

Activity - Professional Development Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going professional development in planning, implementation, and improvement of differentiated instruction in mathematics. Substitute placement to cover staff during professional development days.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$10000	Title II Part A	Math teaching and support staff, school leadership team

Activity - Improvement through Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and teacher leadership research articles, books, and various literature that expound on differentiated instruction and educational attainment factors. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.	Professional Learning			08/22/2016	06/30/2017	$17000	Title I Schoolwide, Title II Part A	School leadership, instructional leadership team, instructional staff, support staff, office staff

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
Accelerated Math Course Resources Project Based Learning resources Hands on Manipulatives Interactive Lesson Programs and workbooks Laptops for Fast Math Accelerated Math Program Math Interventionist White Boards/ All classes EXPO Markers	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	Other	Math Instructional Staff, Support Staff, School Leadership Team

Strategy 2:

Extended Learning Opportunities - Teaching staff and administration will use data to identify at risk students for after school and summer school tutorial sessions that will provide supplemental support to students for mastery of content and skills in mathematics. Enrichment extended learning opportunities in the science, technology, engineering, and mathematics field to aid in understanding of real world mathematics applications.

Category: Career and College Ready

Research Cited: What Works in Schools, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

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

| Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations. | Academic Support Program | Tier 1 | | 08/22/2016 | 06/30/2017 | $135000 | Title III, Section 31a, Other | Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001) |

Strategy 3:

Response to Intervention - Staff will use effective, research-based strategies for student academic growth and instruction as outlined in RtI

Category: Mathematics

Research Cited: Response To Intervention theory

RtI Network

Tier: Tier 1

Activity - Daily Tiered Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Includes use of computer assisted interventions, technology integration, and curricular resources including Fast Math, Kuta Software, Explicit Teaching of Vocabulary, Naiku, NWEA, Big Ideas Math	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/22/2016	06/30/2017	$415000	Section 31a, Title I Schoolwide, Other	All teaching and support staff, school leadeship team, RtI coordinator

Activity - Retain and Add Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as at risk	Recruitment and Retention	Tier 1	Implement	08/22/2016	06/30/2017	$415000	Title I Schoolwide, Other, Section 31a	School leadership team

Activity - Continuous and Documented RtI Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RtI folders and discussed in the RtI meetings and data meeting with support staff, coaches, teachers, and leader. The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$15000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Development	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-MS to implement with fidelity and purpose to grow students academically and behaviorally.	Academic Support Program	Tier 1	Getting Ready	08/22/2016	06/30/2017	$7500	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 4:

Increased Responsiveness to ELLs in the General classroom - Staff will use best practices to respond to the educational needs of English Language Learners in the general education classroom. Best practices include use of Sheltered Instruction Observation Protocol (SIOP) model and ELL resources and materials.

Category: Learning Support Systems

Research Cited: Echeverria, et al: Making Content Comprehensible, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

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

| Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P. to support instruction. | Professional Learning | | | 08/21/2015 | 06/17/2016 | $2000 | Title II Part A | ELL coach Instructional coach teachers |

Activity - Daily Implementation of the SIOP Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Professional Learning, Direct Instruction	Tier 1		08/22/2016	06/30/2017	$7500	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 5:

21st Century Technology Integration - Technology will be integrated across the curriculum in order to deepened and enhance the learning process. To accomplish this, the technology will support active student engagement, participation in student collaborative group, frequent interaction and feedback, and connection to real-world examples and experts. This integration will be achieved by making the use of technology part of a routine as it supports 21st Century curricular goals. Technology integration will enable students and staff to access online reading assessments and programs as well as appropriate reading and instructional materials.

Category: Technology

Research Cited: Marzano, best practice

What Works in Schools

Universal Design for Learning, Making Curriculum Accessible

Tier: Tier 1

Activity - Utilize Assisted Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use computer software programs (IXL, Study Island, Naiku, Accelerated Math, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase math skills practice and improved math proficiency.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$16000	Other, Other, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

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

| Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop - NWEA - Accelerated Reader -Accelerated Math -Big Ideas - Compass Learning -Google -Microsoft | Getting Ready | Tier 1 | Getting Ready | 08/22/2016 | 06/30/2017 | $0 | Title I Schoolwide | School leadership, instructional leadership team, instructional staff, support staff |

Activity - Acquire New Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$10000	Other, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 6:

Data Based Decision Making - The staff will analyze student data on a quarterly basis to alter instructional practices and monitor instruction. This will allow for differentiated instructional practices, targeted interventions, effective student groupings and centers, and purposeful planning and delivery of instruction.

Category: School Culture

Research Cited: A HANDBOOK FOR CLASSROOM INSTRCUTION THAT WORKS BY MARZANO

USING DATA TO IMPROVE STUDENT ACHIEVEMENT BY WAHLSTROM

Tier: Tier 1

Activity - Professional Development and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional training on assessments, assessment based technology, data analysis, and decision making processes.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$5000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Quarterly Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly assessments using computer assisted technology (ie-Naiku, Study Island, Kuta) will occur to monitor student progress and proficiency and launch instructional planning/learning cycles	Technology			08/22/2016	06/30/2017	$7000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Goal 4: All students at Cesar Chavez Academy Middle School will become proficient in Science

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 by scoring proficient in Science by 06/30/2017 as measured by M-STEP Science and benchmark testing..

Strategy 1:

Rigorous Next Generation Science Standard Instruction - Staff will plan for the implementation of rigorous, inquiry-based instruction as determined by state standards and Next Generation Science Standards

Category: Science

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Science Lab Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment.	Implementation	Tier 1	Implement	08/22/2016	06/30/2017	$10000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan
Cesar Chavez Middle School

Activity - Professional Development on Implementation of state and NGSS standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development participation to ensure understanding of NGSS standards and the transition between state and NGSS standards as well as instructional best practices.	Implementation, Getting Ready, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$20000	Other	School Leader, Instructional Coach, Instructional Staff, Support Staff

Activity - Acquiring Aligned Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials will be purchased in order to ensure effective instruction of Next Generation Science Standards and state standards including curriculum resources, hands on manipulatives, and experiment materials.	Materials	Tier 1	Getting Ready	08/22/2016	06/30/2017	$100000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Instructional and Data Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of data coach, instructional coach, and English Language Learning Coach in order to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort. Coaches work closely with the leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Walkthrough, Monitor, Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$120000	Title I Schoolwide	School leadership, instructional leadership team

Activity - Alignment of Curriculum, Instruction, and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilization of Naiku, or a program similar, that will be used to monitor and track the progress of students' understanding of grade level content (including state and NGSS standards). This will drive instruction by providing a link between content standards, direct instruction, student progress, and assessments allowing for targeted interventions and support for all students in all tiers. Greater monitoring of standards based instruction.	Professional Learning, Curriculum Development, Policy and Process	Tier 1	Monitor	08/22/2016	06/30/2017	$5000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 2:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction and to allow for

creative grouping for study and practice

Category:

Research Cited: Marzano

Best Practice

What Works...

Tier:

Activity - Hands-On Activities and Creative Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material. Next Generation Science Unit Materials including triple beam balances, graduated cylinders, beakers, hot plates, digital thermometers, digital scales, microscopes with slides, sieves, as well as updated book sets and lab workbooks for individual students	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$15000	Other, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom	Professional Learning		Implement	08/21/2015	06/17/2016	$7000	Title II Part A	all staff instructional coach certified science interventionist

Activity - Professional Devleopment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment.	Implementation	Tier 1	Getting Ready	08/22/2016	06/30/2017	$5000	Other	School leadership, instructional leadership team, instructional staff, support staff

Activity - Writing Across the Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development focused on writing across the content areas will educate instructional staff on how to build in rigor through increased opportunities to write. Students will increase the amount of writing to showcase content knowledge and practice Next Generation Science Standards skills.	Implementation, Professional Learning	Tier 1		08/22/2016	06/30/2017	$5000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Strategy 3:

Extended learning Opportunities - Teaching staff and administration will use data to identify at risk students for after school and summer school tutorial sessions that will

provide supplemental support to students for mastery of content and skills

Category: Career and College Ready

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and

Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - After-School Tutoring Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.	Academic Support Program, Extra Curricular	Tier 1	Implement	08/22/2016	06/30/2017	$129000	Title III, Section 31a	School leadership, instructional leadership team, instructional staff, support staff

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program, Extra Curricular	Tier 1	Implement	08/22/2016	06/30/2017	$50000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - DAP-CEP After-School and Summer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DAP-CEP and CCA-MS staff will implement STEM and science related supplemental learning opportunities to students after school and throughout the summer to support mastery of content and to allow for skills practice in an enrichment setting.	Academic Support Program, Extra Curricular	Tier 1	Implement	08/22/2016	06/30/2017	$75000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 4:

Multi-tiered Systems of Academic and BehavioralSupport - Staff will use effective, research-based strategies for student academic growth and instruction as outlined in RtI handbook as developed based on best practices and research based strategies.

Behavioral support will be implemented through the Positive Behavior Intervention Support model. PBIS will be promoted, encouraged, and monitored by the PBIS team, teachers, special education teachers, support staff, and school leadership. Monthly parties with various themes are planned to celebrate positive behavior exhibited by students based on Live School monitoring. Students receive positive or negative points based upon behaviors in classrooms and within the school building which is monitored on Live School. Negative behavioral referrals are made in Live School and the information is shared with staff to discover when and where offenses are occurring and by whom, to determine any patterns, and address behaviors through a data driven analysis.

Category: Learning Support Systems

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Daily Tiered Interventions	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 weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$390000	Section 31a, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Consistent Administration of Eagle Expectations and Eagle Dollars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior. Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations. | Behavioral Support Program | | | 08/22/2016 | 06/30/2017 | $2000 | Title I Schoolwide | School leadership, instructional leadership team, instructional staff, support staff |

Activity - Monthly Intervention Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will meet monthly to discuss SWIS data, plan PBIS parties, discuss the referral system and implementation of the program as a whole. The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement. The PBIS and RtI team will have joint, monthly meetings to ensure that all interventions, academic or behavioral, are meeting the needs of each students.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Response to Intervention Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Response to Intervention Coordinator in order to monitor and align interventions, monitor student growth, review logs, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort with support staff and instructional leadership team.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$60000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 5:

Increased Responsiveness to ELLs - Staff will use best practices to respond to the educational needs of English Language Learners in the general education classroom. Best practices include use of Sheltered Instruction Observation Protocol (SIOP) model and ELL resources and materials.

Category: Learning Support Systems

Research Cited: Echeverria, et al: Making Content Comprehensible, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Training and Implementation of Instructional Strategies for English Language Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P as they relate to science instruction. Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Professional Learning	Tier 1	Implement	08/21/2015	06/17/2016	$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Activity - Use of Visual Aids and Phsyical Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of visual aids and physical representations (models, real world examples, hands on manipulatives, etc) to reinforce content understanding.	Academic Support Program, Materials	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Strategy 6:

Increased Technology Integration - Staff will plan for and integrate technology into the classrooms to give students

additional, multiple means to access content. Students will be encouraged to use laptops, ipads and ipods, clickers, text based response system, STEM based

Activities, interactive whiteboards, online learning and intervention programs and other technology purchased by the school for use in daily instruction and practice

within the classroom.

Category: Science

Research Cited: Center for Technology and Learning Reports

Tier: Tier 1

Activity - Increased Use of Technology and Computer Assisted Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will use computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$40000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Goal 5: All students at Cesar Chavez Academy Middle School will become proficient in Social Studies

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, 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 within their grade level in Social Studies by 06/30/2017 as measured by the social studies portion of state assessment.

Strategy 1:

Instructional Resources for Social Studies Instruction - Teaching staff will use workbooks and other hands-on resources to create an interactive assessment opportunity within the social studies classroom to support classroom instruction. Workbooks, maps, atlases, and informational texts offer inference opportunities along side higher-level thinking questions, reading comprehension activities, maps, graphs and charts for skilled activities.

Category: Social Studies

Research Cited: Inquiry based learning, HOTS, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Purchase of Student Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of Student Consumable Workbooks to implement and teach state standards and drive instruction	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$4900	Other, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Rigorous Academic Resources to Enrich Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nystrom Atlas sets for each grade level, World History Atlas Sets for all grade levels, informational texts including resources to keep students up to date with current events	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$0	Other	School leadership, instructional leadership team, instructional staff, support staff

Strategy 2:

Differentiated Instruction - Staff will work collaboratively to use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice.

Category: Social Studies

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Creative groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Implementation, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development. Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for Social Studies department	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$10000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, RtI, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$7000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Activity - Monitoring of Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of instructional coach in order to monitor lesson plans and lesson delivery for differentiation.	Walkthrough, Monitor	Tier 1	Monitor	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team

Strategy 3:

Extended Learning Opportunities - Teaching staff and administration will use data to identify at risk students for after school and summer school tutorial sessions that

will provide supplemental support to students for mastery of content and skills

Category: Learning Support Systems

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and

Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Summer and After-school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Other			08/22/2016	06/30/2017	$129000	Title III, Section 31a	School leadership, instructional leadership team, instructional staff, support staff

Strategy 4:

Data Based Decision Making - The effective use of data collection and analysis to drive instructional practices and inform decision making to promote student academic

growth in the area of social studies and common core standards.

Category: Social Studies

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and

Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Alignment of Curriculum, Instruction, and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Naiku, or similar online assessment platform, that will be used to monitor and track the progress of students. This will draw a link between assessment, instruction, and standards ensuring standards based teaching and targeted interventions for all tiers.	Monitor, Evaluation	Tier 1		08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Strategy 5:

RtI and Positive Behavior Support Program - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined

in response to intervention and positive behavior support theory.

Category: School Culture

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and

Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Academic and Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$390000	Section 31a, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Counseling and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of social workers to enable us to positively address concerns in the lives of students and families in effort to improve the academic behaviors exhibited by students and to align families with resources in the community to foster positive home life experiences.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$100000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 6:

Increased Responsiveness to ELLs - Staff will use best practices to respond to the educational needs of English Language Learners in the general education classroom. Best practices include use of Sheltered Instruction Observation Protocol (SIOP) model and and increase in the availability and use of ELL resources and materials.

Category: Learning Support Systems

Research Cited: Echeverria, et al: Making Content Comprehensible, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - SIOP Training and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from ongoing professional development and English as a Second Language coach to ensure the the successful implementation of the 8 components of SIOP during planning, lesson delivery, and interventions.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$12000	Title III, Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

Activity - Use of Spanish Language Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use. | Materials | Tier 1 | Getting Ready | 08/22/2016 | 06/30/2017 | $5000 | Title III | School leadership, instructional leadership team, instructional staff, support staff |

Activity - Daily Implementation of the SIOP Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Strategy 7:

21st Century Technology Integration - Technology will be integrated across the curriculum in order to deepened and enhance the learning process. To accomplish this, the technology will support active student engagement, participation in student collaborative group, frequent interaction and feedback, and connection to real-world examples and experts. This integration will be achieved by making the use of technology part of a routine as it supports 21st Century curricular goals. Technology integration will enable students and staff to access online reading assessments and programs as well as appropriate reading and instructional materials.

Category: Technology

Research Cited: Center for Technology and Learning Reports, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Content-area Assisted Technology Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase Social Studies proficiency.	Technology	Tier 1	Implement	08/22/2016	06/30/2017	$50000	Title I Schoolwide, Other	School leadership, instructional leadership team, instructional staff, support staff

Activity - Teacher training on Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop - NWEA - Accelerated Reader -Accelerated Math -Big Ideas - Compass Learning -Google -Microsoft	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$5000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - New Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Materials	Tier 1	Getting Ready	08/22/2016	06/30/2017	$50000	Title I School Improvement (ISI)	School leadership, instructional leadership team, instructional staff, support staff

Goal 6: All students at Cesar Chavez Academy Middle School will become proficient in the English Language.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in English Language Arts by displaying a 5% increase in English Language Arts by 06/30/2017 as measured by WIDA and ELA portion of state assessment.

Strategy 1:

Recruit and Retain ESL Certified Staff - Recruitment and retention of ESL Certified staff will enable us to use best practices to respond to the educational needs of English Language Learners in the general education classroom. Best practices include use of Sheltered Instruction Observation Protocol (SIOP) model and ELL resources and materials.

Category: School Culture

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Partnerships to Incentivize ESL Certification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Foster partnerships with Saginaw Valley State University and The Leona Group to offer incentives to current staff to obtain an English as a Second Language teaching certification.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$0	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consistent professional development opportunities to focus on the importance and effect of English language learning on students and student progress towards proficiency to reinforce a culture where English language learning is understood and emphasized.	Recruitment and Retention, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/01/2017	$10000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

Strategy 2:

Technology - Technology dedicated to English as a Second Language students will be integrated across the curriculum in order to deepened and enhance the learning process. To accomplish this, the technology will support active student engagement, participation in student collaborative group, frequent interaction and feedback, and connection to real-world examples and experts. This integration will be achieved by making the use of technology part of a routine as it supports 21st Century curricular goals. Technology integration will enable students and staff to access online reading assessments and programs as well as appropriate reading and instructional materials.

Category: Technology

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Continuous and Documented Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Enhanced use of technology to drive instruction and progress monitor including use of programs that may include IXL, Compass Learning, Reading Smart ESL, Naiku, EasyCBM, NWEA, and other technology based instruction. | Academic Support Program | Tier 1 | Monitor | 08/22/2016 | 06/30/2017 | $0 | Title I Schoolwide | School leadership, instructional leadership team, instructional staff, support staff |

Strategy 3:

Professional Development - ESL teachers and support staff with received targeted professional development in the field of ESL and ELL education

ESL teachers and support staff will further develop, coach, and monitor the use of ESL best practices in general education classes

Category: Learning Support Systems

Tier:

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL teachers and support staff with received targeted professional development in the field of ESL and ELL education ESL teachers and support staff will further develop, coach, and monitor the use of ESL best practices in general education classes	Academic Support Program, Professional Learning			08/17/2015	06/17/2016	$6000	Other	School Leader, Instructional Coach, ESL Staff, Instructional Staff, Support Staff

Strategy 4:

Differentiated Instruction - Staff will work collaboratively to use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate

opportunities to assist students in the acquisition of content material and skills-based practice.

Category: Learning Support Systems

Research Cited: Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and

Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

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

Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, RtI, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices, greater levels of differentiation, and targeted interventions through collaboration and professional learning.	Monitor, Direct Instruction			08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Use of Visual Aids and Non-Linguistic Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of visual and non-linguistic representations across the content areas to reinforce skills practice, conceptual understanding, and practice with content to help bridge the language barrier.	Materials, Supplemental Materials	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Strategy 5:

Increased Responsiveness to ELLs - Staff will use targeted best practices to respond to the educational needs of English Language Learners in the general education classroom. Best practices include use of Sheltered Instruction Observation Protocol (SIOP) model and use of Spanish language resources and materials.

Category: School Culture

Research Cited: Echeverria, et al: Making Content Comprehensible, Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Tier: Tier 1

Activity - Daily Implementation of the SIOP Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Content and Language Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of daily content and language objectives to support the educational needs of English language learners.	Getting Ready	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Use of English Language Proficiency Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate English Language Proficiency Standards (ELPS) into general education lesson planning and lesson delivery.	Getting Ready	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity - Increase Levels of Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Increasing the amount of student engagement incorporated into lesson planning and direct instruction to reinforce speaking, listening, reading, and writing skills to all students. Increasing the use of academic language between students and instructional staff.	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic and Behavior Interventions	Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$220000	School leadership, instructional leadership team, instructional staff, support staff
Teacher Training on Technology Integration	Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop -NWEA - Accelerated Reader -Accelerated Math -Big Ideas -Compass Learning -Google -Microsoft	Technology	Tier 1	Implement	08/22/2016	06/30/2017	$10500	School leadership, instructional leadership team, instructional staff, support staff, office staff

Summer School and After School Tutoring	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program	Tier 1		08/22/2016	06/30/2017	$120000	Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)
After School Tutoring	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/21/2015	06/17/2016	$50000	Identified teaching and support staff Curriculum Coach Administration
Summer School	Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$76000	School leadership, instructional leadership team, instructional staff, support staff
After-School Tutoring Programming	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$50000	School leadership, instructional leadership team, instructional staff, support staff

Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/21/2015	06/17/2016	$220000	all instructional and support staff
Summer School Program	Students will be given supplemental support through summer learning oppportunities	Academic Support Program			08/21/2015	06/17/2016	$70000	All summer school teaching and support staff
After-School Tutoring Programming	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.	Academic Support Program, Extra Curricular	Tier 1	Implement	08/22/2016	06/30/2017	$120000	School leadership, instructional leadership team, instructional staff, support staff
After School Tutoring	After school tutoring will be offered to assist students will instructional strategies derived from best practices and differientated instruction	Academic Support Program	Tier 1	Implement	08/21/2015	06/17/2016	$50000	schoold leader, instructional staff, instructional coach
Daily Tiered Interventions	Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$220000	School leadership, instructional leadership team, instructional staff, support staff
Daily Tiered Interventions	Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Includes use of computer assisted interventions, technology integration, and curricular resources including Fast Math, Kuta Software, Explicit Teaching of Vocabulary, Naiku, NWEA, Big Ideas Math	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/22/2016	06/30/2017	$220000	All teaching and support staff, school leadeship team, RtI coordinator

Summer and After-school tutoring	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Other			08/22/2016	06/30/2017	$120000	School leadership, instructional leadership team, instructional staff, support staff
Teacher Training on Technology Integration	Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop -NWEA - Accelerated Reader -Accelerated Math -Big Ideas -Compass Learning -Google -Microsoft	Technology	Tier 1	Implement	08/22/2016	06/30/2017	$6200	School leadership, instructional leadership team, instructional staff, support staff, office staff
Retain and Add Support Staff	Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as at risk	Recruitment and Retention	Tier 1	Implement	08/22/2016	06/30/2017	$220000	School leadership team
Daily Tiered Interventions	Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$250000	School leadership, instructional leadership team, instructional staff, support staff

Title II Part A

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

School Improvement Plan

Cesar Chavez Middle School

Professional Learning Communities	Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom	Professional Learning		Implement	08/21/2015	06/17/2016	$7000	all staff instructional coach certified science interventionist
Professional Development on Response to Intervention	Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA-MS to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$2000	School leadership, instructional leadership team, instructional staff, support staff
Improvement through Professional Learning Communities	School and teacher leadership research articles, books, and various literature that expound on differentiated instruction and educational attainment factors. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.	Professional Learning			08/22/2016	06/30/2017	$7000	School leadership, instructional leadership team, instructional staff, support staff, office staff
Training and Implementation of Instructional Strategies for English Language Learners	Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P as they relate to science instruction. Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Professional Learning	Tier 1	Implement	08/21/2015	06/17/2016	$2000	School leadership, instructional leadership team, instructional staff, support staff
Professional Development	Staff will receive professional development in the implementation of a successful response to intervention program.	Professional Learning			08/21/2015	06/17/2016	$2000	school leader, curriculum coach
SIOP training	Complete training for new staff and refresher courses for all on implementing the 8 components of SIOP and will benefit from the continued support and guidance of the district ELL coach and outside professional development presenters.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$2000	School leadership, instructional leadership team, instructional staff, support staff, office staff

School Improvement Plan

Cesar Chavez Middle School

PBIS Professional Development	Off- or on-site PDs throughout the year to ensure full implementation of the school wide PBIS program to promote an atmosphere of respect, safety, and responsibility. In addition, the PBIS team also provides frequent presentations on the PBIS program and discussions on the evaluation of the program are planned during staff meetings and PD days.	Professional Learning	Tier 1	Monitor	08/22/2016	06/30/2017	$2500	School leadership, instructional leadership team, instructional staff, support staff, office staff
Writing Across the Science Curriculum	Professional development focused on writing across the content areas will educate instructional staff on how to build in rigor through increased opportunities to write. Students will increase the amount of writing to showcase content knowledge and practice Next Generation Science Standards skills.	Implementation, Professional Learning	Tier 1		08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff
SIOP training	Staff will continue to receive professional development in successfully implementing the 8 components of SIOP Instructional Rounds Training for implementation of SIOP	Professional Learning			08/21/2015	06/17/2016	$2000	all staff, administration
Professional Development	Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P. to support instruction.	Professional Learning			08/21/2015	06/17/2016	$2000	ELL coach Instructional coach teachers
SIOP Training and Support	Staff will benefit from ongoing professional development and English as a Second Language coach to ensure the the successful implementation of the 8 components of SIOP during planning, lesson delivery, and interventions.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$2000	School leadership, instructional leadership team, instructional staff, support staff
Increase Levels of Engagement	Teachers will receive professional development on engagement strategies which will be incorporated into their lesson plans and delivery. Classroom participation and mastery will increase from increased levels of engagement.	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff

Professional Development Sessions	On-going professional development in planning, implementation, and improvement of differentiated instruction in mathematics. Substitute placement to cover staff during professional development days.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$10000	Math teaching and support staff, school leadership team
Professional Learning Communities	School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, RtI, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$7000	School leadership, instructional leadership team, instructional staff, support staff
Professional Development	On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development. Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for Social Studies department	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff
Professional Development	On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for ELA department	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Devleopment	Professional Development opportunities to support NGSS curriculum shift and NGSS best practices through improved interventions. Includes: cross curricular reading and writing, cross curricular scientific exploration, Science, Technology, Engineering, Arts, and Math (STEAM) focused activities to offer remediation and enrichment.	Implementation	Tier 1	Getting Ready	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff

Professional Development	On-going professional development in the area of differentiated instruction, use of interventions within the classroom, ESL and language acquisition training, and further curriculum development Substitute placement to cover staff during professional development days Professional Learning Communities Relevant conferences for ELA department	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff
Acquire New Technology	To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff
Hands-On Activities and Creative Groups	Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material. Next Generation Science Unit Materials including triple beam balances, graduated cylinders, beakers, hot plates, digital thermometers, digital scales, microscopes with slides, sieves, as well as updated book sets and lab workbooks for individual students	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff
Professional Learning	ESL teachers and support staff with received targeted professional development in the field of ESL and ELL education ESL teachers and support staff will further develop, coach, and monitor the use of ESL best practices in general education classes	Academic Support Program, Professional Learning			08/17/2015	06/17/2016	$6000	School Leader, Instructional Coach, ESL Staff, Instructional Staff, Support Staff
Use of Multiple Resources to Increase DI and Mastery	Accelerated Math Course Resources Project Based Learning resources Hands on Manipulatives Interactive Lesson Programs and workbooks Laptops for Fast Math Accelerated Math Program Math Interventionist White Boards/ All classes EXPO Markers	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	Math Instructional Staff, Support Staff, School Leadership Team

Daily Tiered Interventions	Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Includes use of computer assisted interventions, technology integration, and curricular resources including Fast Math, Kuta Software, Explicit Teaching of Vocabulary, Naiku, NWEA, Big Ideas Math	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/22/2016	06/30/2017	$25000	All teaching and support staff, school leadership team, RtI coordinator
Retain and Add Support Staff	Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as at risk	Recruitment and Retention	Tier 1	Implement	08/22/2016	06/30/2017	$25000	School leadership team
Utilize Assisted Technology	Students will use computer software programs (IXL, Study Island, Naiku, Accelerated Math, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase math skills practice and improved math proficiency.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$10500	School leadership, instructional leadership team, instructional staff, support staff
Summer School and After School Tutoring	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program	Tier 1		08/22/2016	06/30/2017	$6000	Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Writing Practice through content area materials	Students will participate in activities using content-area materials that allow for practice and support in achieving school-wide reading and writing goals including writing about informational text	Implementation			08/21/2015	06/17/2016	$10000	all instructional staff and aides, curriculum coach
Utilize Assisted Technology	Students will use computer software programs (IXL, Study Island, Naiku, Accelerated Math, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase math skills practice and improved math proficiency.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$3500	School leadership, instructional leadership team, instructional staff, support staff
Professional Development on Implementation of state and NGSS standards	Professional development participation to ensure understanding of NGSS standards and the transition between state and NGSS standards as well as instructional best practices.	Implementation, Getting Ready, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$20000	School Leader, Instructional Coach, Instructional Staff, Support Staff
Purchase of Student Workbooks	Purchase of Student Consumable Workbooks to implement and teach state standards and drive instruction	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$2400	School leadership, instructional leadership team, instructional staff, support staff
Content-area Assisted Technology Programs	Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase Social Studies proficiency.	Technology	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff
Rigorous Academic Resources to Enrich Instruction	Nystrom Atlas sets for each grade level, World History Atlas Sets for all grade levels, informational texts including resources to keep students up to date with current events	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Continued professional development for all involved in teaching reading and writing strategies to increase the use of writing across the curriculum	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff
Writing Across the Content Area	Writing curriculum and materials to teach and implement strategies across content area Professional development for instructional staff to improve the amount and rigor of writing across content areas	Supplemental Materials, Curriculum Development	Tier 1	Implement	08/21/2015	06/17/2016	$5000	Instructional Staff, Instructional Coach, School Leader
New Technology	To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Materials	Tier 1	Getting Ready	08/22/2016	06/30/2017	$50000	School leadership, instructional leadership team, instructional staff, support staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Spanish Language Resources	Acquisition and increased use of Spanish language resource materials to facilitate increased conceptual understanding to bridge the language barrier and provide resources for student use.	Materials	Tier 1	Getting Ready	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff

Utilize ESL teachers	An ESL teacher will use research based strategies to promote mastery and provide interventions as well ESL staff will receive ongoing professional development and work with instructional and support staff to incorporate ESL best practices and instructional methods in general education classrooms and across content areas to improve ESL learner outcomes.	Academic Support Program, Professional Learning			08/22/2016	06/30/2017	$40000	school leader, instructional staff, ESL staff, support staff
After School Tutoring	After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentated instruction	Academic Support Program	Tier 1	Implement	08/21/2015	06/17/2016	$6000	schoold leader, instructional staff, instructional coach
Summer School Program	Students will be given supplemental support through summer learning oppportunities	Academic Support Program			08/21/2015	06/17/2016	$3000	All summer school teaching and support staff
Summer School and After School Tutoring	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions in mathematics. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program	Tier 1		08/22/2016	06/30/2017	$9000	Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research,Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)

Leveled Readers	Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$3000	School leadership, instructional leadership team, instructional staff, support staff
SIOP Training and Support	Staff will benefit from ongoing professional development and English as a Second Language coach to ensure the the successful implementation of the 8 components of SIOP during planning, lesson delivery, and interventions.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff
After School Tutoring	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/21/2015	06/17/2016	$6000	Identified teaching and support staff Curriculum Coach Administration
Summer and After-school tutoring	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments. Teaching staff will also provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Other			08/22/2016	06/30/2017	$9000	School leadership, instructional leadership team, instructional staff, support staff
Parental Involvement	Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments	Parent Involvement	Tier 1	Implement	08/21/2015	06/17/2016	$2000	District Ell coordinator, Ell coach

After-School Tutoring Programming	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.	Academic Support Program, Extra Curricular	Tier 1	Implement	08/22/2016	06/30/2017	$9000	School leadership, instructional leadership team, instructional staff, support staff
After-School Tutoring Programming	Teaching staff will provide after school study skills programs for students struggling toward mastery of academic content and skills utilizing evidence based interventions. Students will be selected for after school tutoring based upon various data sources including NWEA and classroom assessments.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$3000	School leadership, instructional leadership team, instructional staff, support staff
Summer School	Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$2000	School leadership, instructional leadership team, instructional staff, support staff
Summer School Program	ELL learners will be provided the opportunity to be involved in additional instruction that addressed their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth	Academic Support Program	Tier 1	Implement	08/21/2015	06/17/2016	$2000	school leader, instructional coach, instructional ELL coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Multiple Resources to Support PBIS	Motivational materials are purchased to encourage students to uphold the rules and expectations. Posters and visual representations will be created, incentives will be purchased, rewards will be distributed for exemplary behaviors.	Materials, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$1000	School leadership, instructional leadership team, instructional staff, support staff, office staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Creative Groupings	Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Creative Groupings	Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Monthly Intervention Meetings	The PBIS team will meet monthly to discuss SWIS data, plan PBIS parties, discuss the referral system and implementation of the program as a whole. The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement. The PBIS and RtI team will have joint, monthly meetings to ensure that all interventions, academic or behavioral, are meeting the needs of each students.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Use of English Language Proficiency Standards	Incorporate English Language Proficiency Standards (ELPS) into general education lesson planning and lesson delivery.	Getting Ready	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff

Documented Referral Process	At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff, and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed to monitor strategies being used and plan for the next steps of implementation of techniques and strategies that directly highlight and address the areas of improvement.	Policy and Process	Tier 2	Monitor	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff, office staff
Professional Learning Communities	School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, RtI, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices, greater levels of differentiation, and targeted interventions through collaboration and professional learning.	Monitor, Direct Instruction			08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Increased Use of Rigorous Reading Strategies	Teachers will utilize best practices and recommended strategies to teach the Common Core State Standards including close reading, paired texts, use of graphic organizers, building background knowledge, and academic vocabulary instruction. Teachers will increase the use of informational text to align with recommendations set forth by national and state standards. Students will benefit from more rigorous instruction that aligns with the Common Core State Standards.	Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Use of Visual Aids and Non-Linguistic Representations	Use of visual and non-linguistic representations across the content areas to reinforce skills practice, conceptual understanding, and practice with content to help bridge the language barrier.	Materials, Supplemental Materials	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Creative groupings	Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Implementation, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff

Use of Visual Aids and Phsyical Representations	Use of visual aids and physical representations (models, real world examples, hands on manipulatives, etc) to reinforce content understanding.	Academic Support Program, Materials	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Increase the Number of ESL Certified Staff	To service our ELL population, the school will work with The Leona Group and Saginaw Valley State University to offer incentives and special programming to enable our teachers to obtain ESL endorsements on their teaching certificate. Additionally, ESL endorsements will be emphasized during recruitment and matriculation of new staff.	Recruitment and Retention, Professional Learning	Tier 2	Implement	08/22/2016	06/30/2017	$0	School leadership team, instructional staff
Monitoring of Differentiation	Use of instructional coach in order to monitor lesson plans and lesson delivery for differentiation.	Walkthrough, Monitor	Tier 1	Monitor	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team
Creative groups	Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Implementation	Tier 1	Implement	08/21/2015	06/17/2016	$0	all instructional staff
Alignment of Curriculum, Instruction, and Assessment	Use of Naiku, or similar online assessment platform, that will be used to monitor and track the progress of students. This will draw a link between assessment, instruction, and standards ensuring standards based teaching and targeted interventions for all tiers.	Monitor, Evaluation	Tier 1		08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Monthly PBIS Meetings	The PBIS team will meet monthly to discuss SWIS data, plan PBIS parties, discuss the referral system and implementation of the program as a whole.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff, office staff

RtI Meetings	The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement.	Academic Support Program, Monitor	Tier 2	Monitor	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Daily Implementation of the SIOP model	Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Implementation, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Daily Implementation of the SIOP Model	Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Daily Implementation of the SIOP Model	Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Content and Language Objectives	Use of daily content and language objectives to support the educational needs of English language learners.	Getting Ready	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff

Increase Levels of Engagement	Increasing the amount of student engagement incorporated into lesson planning and direct instruction to reinforce speaking, listening, reading, and writing skills to all students. Increasing the use of academic language between students and instructional staff.	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	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-MS to implement with fidelity and purpose to grow students academically and behaviorally.	Academic Support Program	Tier 1	Getting Ready	08/22/2016	06/30/2017	$7500	School leadership, instructional leadership team, instructional staff, support staff
Effective Use of Instructional Coach	The instructional coach responsibilities include monitoring student growth, review lesson plans, feedback, data, and best practices. They work closely with instructional and support staff, providing assistance and assisting with SIP goals and activities.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School Leader, Instructional Coach, Instructional Coach, support staff
Acquire New Technology	To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff

Response to Intervention Coordinator	Use of Response to Intervention Coordinator in order to monitor and align interventions, monitor student growth, review logs, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort with support staff and instructional leadership team.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$60000	School leadership, instructional leadership team, instructional staff, support staff
Effective Use of Reading Specialist	The reading specialist has a multitude of responsibilities that include working with the instructional coach and data coach to monitor reading growth, review lesson planning and delivery, assisting in gathering data to measure student success, giving feedback on instruction and best practices in reading, and supporting staff in reading and English Language Arts instruction.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2	Implement	08/22/2016	06/30/2017	$60000	School leader, Instructional Coach, Data Coach, Reading specialist
Effective Use of Instructional Coach	The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, reviewing lesson plans and lesson delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with the instructional leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Walkthrough, Academic Support Program, Monitor, Professional Learning	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	School Leader and Instructional Coach
Continuous and Documented RtI Process	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 support staff, coaches, teachers, and leader. The school leadership team along with RtI instructional team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for student improvement.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$15000	School leadership, instructional leadership team, instructional staff, support staff
Use of Manipulatives	Teaching and support staff will take advantage of manipulatives to provide hands-on learning opportunities to promote student understanding and success.	Materials	Tier 1		08/22/2016	06/30/2017	$10000	School leader, classroom teachers, instructional coach

Effective Use of Instructional Coach	The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, reviewing lesson plans and lesson delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with the instructional leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program, Walkthrough, Monitor	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	School leadership team, instructional staff, support staff
Leveled Readers	Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels Separate testing across multiple weeks Accelerated Reader classroom sets- various levels	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$6500	School leadership, instructional leadership team, instructional staff, support staff
Purchase of Student Workbooks	Purchase of Student Consumable Workbooks to implement and teach state standards and drive instruction	Materials	Tier 1	Implement	08/22/2016	06/30/2017	$2500	School leadership, instructional leadership team, instructional staff, support staff
Improvement through Professional Learning Communities	School and teacher leadership research articles, books, and various literature that expound on differentiated instruction and educational attainment factors. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.	Professional Learning			08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff, office staff
Utilize Assisted Technology	Students will use computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency.	Implementation, Technology, Curriculum Development, Direct Instruction	Tier 1		08/22/2016	06/30/2017	$50000	School leadership, instructional leadership team, instructional staff, support staff, technology leadership

Effective and Ongoing Data Analysis	The instructional leadership team and teachers will collaborate to monitor assessment results to identify areas of deficit. Collaborative planning with the instructional leadership team and all instructional staff and support staff will base decision making off of data analysis of assessment results. Naiku, or a similar program, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including Common Core State Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all students in all tier levels.	Monitor, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/30/2017	$15000	School administration, Instructional Leadership Team, Instructional Staff, Support Staff
Daily Tiered Interventions	Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.	Academic Support Program	Tier 2	Implement	08/22/2016	06/30/2017	$170000	School leadership, instructional leadership team, instructional staff, support staff
Content-area Assisted Technology Programs	Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase Social Studies proficiency.	Technology	Tier 1	Implement	08/22/2016	06/30/2017	$40000	School leadership, instructional leadership team, instructional staff, support staff
Alignment of Curriculum, Instruction, and Assessment	Utilization of Naiku, or a program similar, that will be used to monitor and track the progress of students' understanding of grade level content (including state and NGSS standards). This will drive instruction by providing a link between content standards, direct instruction, student progress, and assessments allowing for targeted interventions and support for all students in all tiers. Greater monitoring of standards based instruction.	Professional Learning, Curriculum Development, Policy and Process	Tier 1	Monitor	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff

Academic and Behavior Interventions	Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$170000	School leadership, instructional leadership team, instructional staff, support staff
New technology training	staff will know how to use appropriate learning and assessment opportunities that support grade-level content through the use of laptops, neos, and desktop computers	Professional Learning			08/21/2015	06/17/2016	$10000	school leader, curriculum coach, teaching staff
Professional Development Sessions	Teaching and support staff will continue to learn strategies to effectively differentiate instruction for increased student success. Staff will have at least two planned sessions in a school year. Additionally teachers will form professional learning communities to coordinate practice of differentiated instruction and formative assessments Search for different writing programs to meet the needs of diverse learners	Professional Learning	Tier 1	Implement	08/21/2015	06/17/2016	$10000	school leader, instructional coach, instructional staff, support staff
Professional Development	Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop -NWEA - Accelerated Reader -Accelerated Math -Big Ideas -Compass Learning -Google -Microsoft	Getting Ready	Tier 1	Getting Ready	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Instructional and Data Coaching	Use of data coach, instructional coach, and English Language Learning Coach in order to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in a concerted effort. Coaches work closely with the leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Walkthrough, Monitor, Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$120000	School leadership, instructional leadership team

Hands-On Activities and Creative Groups	Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material. Next Generation Science Unit Materials including triple beam balances, graduated cylinders, beakers, hot plates, digital thermometers, digital scales, microscopes with slides, sieves, as well as updated book sets and lab workbooks for individual students	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff
Daily Implementation of the SIOP Model	Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Professional Learning, Direct Instruction	Tier 1		08/22/2016	06/30/2017	$7500	School leadership, instructional leadership team, instructional staff, support staff
Partnerships to Incentivize ESL Certification	Foster partnerships with Saginaw Valley State University and The Leona Group to offer incentives to current staff to obtain an English as a Second Language teaching certification.	Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Quarterly Assessments	Quarterly assessments using computer assisted technology (ie- Naiku, Study Island, Kuta) will occur to monitor student progress and proficiency and launch instructional planning/learning cycles	Technology			08/22/2016	06/30/2017	$7000	School leadership, instructional leadership team, instructional staff, support staff
Effective Use of Data Coach	The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities.	Academic Support Program, Monitor	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	School leader, instructional coach, data coach

Teacher Training on Technology Integration	Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop -NWEA - Accelerated Reader -Accelerated Math -Big Ideas -Compass Learning -Google -Microsoft	Technology	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff, office staff
Professional Development	Consistent professional development opportunities to focus on the importance and effect of English language learning on students and student progress towards proficiency to reinforce a culture where English language learning is understood and emphasized.	Recruitment and Retention, Professional Learning	Tier 1	Getting Ready	08/22/2016	06/01/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff
Utilizing Informational Texts	Teachers will increase the use of informational texts within English Language Arts as well as across content areas. This may included using paired reading strategies. Students will benefit from increased informational text exposure and informational text reading strategies that align with CCSS.	Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff
Teacher training on Technology Integration	Ongoing training for the staff to continue and become experts in integrating technology into lesson planning, instruction, data collection/assessments, data analysis, and supplemental student resources. Training for staff on technology integration may include training on: -Naiku - Study Island -IXL -Brain Pop -NWEA - Accelerated Reader -Accelerated Math -Big Ideas -Compass Learning -Google -Microsoft	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff

Summer School	Teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations.	Academic Support Program, Extra Curricular	Tier 1	Implement	08/22/2016	06/30/2017	$50000	School leadership, instructional leadership team, instructional staff, support staff
Professional Learning Communities	School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, RtI, best Practices, Climate/Culture, and instructional improvement. Instructional and support staff will meet to use research, classroom observations, and assessment results to drive improved instructional practices through collaboration and professional learning.	Implementation, Communication, Professional Learning, Teacher Collaboration, Curriculum Development, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$2000	School leadership, instructional leadership team, instructional staff, support staff
Daily Tiered Interventions	Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weaknesses identified in district assessments (NWEA), state assessments (M-STEP), Naiku, Star Reader, Easy CBM, and classroom assessments. Students will receive interventions based upon their tier. Interventions may take place in a general education setting, a push-in model, or a small group, pull-out model.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$170000	School leadership, instructional leadership team, instructional staff, support staff
Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/21/2015	06/17/2016	$170000	all instructional and support staff
Daily Schoolwide Participation	Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior.	Behavioral Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$500	School leadership, instructional leadership team, instructional staff, support staff, office 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 support staff, coaches, teachers, and leader.	Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$2500	School leadership, instructional leadership team, instructional staff, support staff
Counseling and Support	Use of social workers to enable us to positively address concerns in the lives of students and families in effort to improve the academic behaviors exhibited by students and to align families with resources in the community to foster positive home life experiences.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$100000	School leadership, instructional leadership team, instructional staff, support staff
Positive Behavior Support	Students will participate in an incentivized program that will increase their understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/21/2015	06/17/2016	$2000	all staff
Acquire New Technology	To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Technology, Materials	Tier 1	Getting Ready	08/22/2016	06/30/2017	$100000	School leadership, instructional leadership team, instructional staff, support staff, technology team
Writing Practice through content area materials	Students will participate in activities using content-area materials that allow for practice and support in achieving school-wide reading and writing goals including writing about informational text	Implementation			08/21/2015	06/17/2016	$1000	all instructional staff and aides, curriculum coach
Monthly Parent Meetings	The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success.	Parent Involvement	Tier 1	Implement	08/22/2016	06/30/2017	$1000	School leadership, instructional leadership team, instructional staff, support staff, office staff

Eagle Expecations and Eagle Dollars	Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/21/2015	06/17/2016	$5000	School leadership, instructional leadership team, instructional staff, support staff, office staff
Utilize Assisted Technology	Students will use computer software programs (IXL, Study Island, Naiku, Accelerated Math, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase math skills practice and improved math proficiency.	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$2000	School leadership, instructional leadership team, instructional staff, support staff
Professional Development and Coaching	Staff will participate in professional training on assessments, assessment based technology, data analysis, and decision making processes.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff
Daily Tiered Interventions	Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Includes use of computer assisted interventions, technology integration, and curricular resources including Fast Math, Kuta Software, Explicit Teaching of Vocabulary, Naiku, NWEA, Big Ideas Math	Academic Support Program, Direct Instruction	Tier 1	Monitor	08/22/2016	06/30/2017	$170000	All teaching and support staff, school leadeship team, RtI coordinator
Informational Text	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.	Implementation, Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	$5000	School leadership, instructional leadership team, instructional staff, support staff

Retain and Add Support Staff	Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as at risk	Recruitment and Retention	Tier 1	Implement	08/22/2016	06/30/2017	$170000	School leadership team
Science Lab Opportunities	Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment.	Implementation	Tier 1	Implement	08/22/2016	06/30/2017	$10000	School leadership, instructional leadership team, instructional staff, support staff
Increased Use of Technology and Computer Assisted Programs	Students will use computer software programs (IXL, Study island, Naiku, Accelerated Reading, Compass Learning, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency. To ensure effective integration of technology, interactive boards and the technology to effective run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports	Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	$40000	School leadership, instructional leadership team, instructional staff, support staff
Effective Use of ELL Coach	The ELL coach has a multitude of responsibilities that mostly include working with the school leader and coaches to monitor student growth, review lesson plans and lesson delivery, gather data to measure student's success, give feedback on instruction and best practices in regards to English Language Learners and use of the SIOP model. She works closely with the instructional leadership team, instructional staff, and support staff to analyze data, provide assistance and uphold the SIP goals and activities.	Academic Support Program, Professional Learning	Tier 1	Implement	08/22/2016	06/30/2017	$60000	School leadership, instructional leadership team
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 support staff, coaches, teachers, and leader.	Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$2500	School leadership, instructional leadership team, instructional staff, support staff

Writing Across the Content Area	Writing curriculum and materials to teach and implement strategies across content area Professional development for instructional staff to improve the amount and rigor of writing across content areas	Supplemental Materials, Curriculum Development	Tier 1	Implement	08/21/2015	06/17/2016	$10000	Instructional Staff, Instructional Coach, School Leader
Effective Use of Data Coach	The data coach has a multitude of responsibilities that mostly include working with the instructional coach to monitor student growth, gathering data to measure student's success, giving feedback on instruction and best practices. He/she works closely with instructional and support staff to analyze data, provide assistance, and uphold the SIP goals and activities.	Academic Support Program, Monitor, Evaluation, Teacher Collaboration	Tier 1	Monitor	08/22/2016	06/30/2017	$60000	School leadership team, instructional staff, support staff
Continuous and Documented Progress Monitoring	Enhanced use of technology to drive instruction and progress monitor including use of programs that may include IXL, Compass Learning, Reading Smart ESL, Naiku, EasyCBM, NWEA, and other technology based instruction.	Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	$0	School leadership, instructional leadership team, instructional staff, support staff
Acquiring Aligned Materials	Materials will be purchased in order to ensure effective instruction of Next Generation Science Standards and state standards including curriculum resources, hands on manipulatives, and experiment materials.	Materials	Tier 1	Getting Ready	08/22/2016	06/30/2017	$100000	School leadership, instructional leadership team, instructional staff, support staff
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	08/22/2016	08/30/2017	$2000	School leader, Instructional Coach, Instructional Staff, support staff
Monthly Parent Meetings	The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success.	Parent Involvement	Tier 1	Implement	08/22/2016	06/30/2017	$4000	School leadership, instructional leadership team, instructional staff, support staff, office staff

Eagle Expecations and Eagle Dollars	Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/21/2015	06/17/2016	$2000	School leadership, instructional leadership team, instructional staff, support staff, office staff
DAP-CEP After-School and Summer Enrichment	DAP-CEP and CCA-MS staff will implement STEM and science related supplemental learning opportunities to students after school and throughout the summer to support mastery of content and to allow for skills practice in an enrichment setting.	Academic Support Program, Extra Curricular	Tier 1	Implement	08/22/2016	06/30/2017	$75000	School leadership, instructional leadership team, instructional staff, support staff
Consistent Administration of Eagle Expectations and Eagle Dollars	Providing multiple reminders of the PBIS program expectations throughout the school with daily announcements, bulletin boards, points/Eagle Dollars system to support high standards of teaching, learning, and behavior. Students will be given a set of expectations and rewarded points, "Eagle Dollars", in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/22/2016	06/30/2017	$2000	School leadership, instructional leadership team, instructional staff, support staff