



School Improvement Plan

Cesar Chavez Middle School

Cesar Chavez Academy

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Cesar Chavez Academy Middle School will be utilizing Goals and Plans in ASSIST.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The 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

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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. Rtl 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 Rtl 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 at 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 current 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

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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		

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		

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,

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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

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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 developed 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		

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
SY 2018-2019

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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 Rtl 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 Rtl 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 protocol. 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/Rtl 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, Ila, 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, Rtl 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 Lavidia 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 Rtl 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.

Title I Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Comprehensive needs assessments are routinely conducted in our building. We conduct beginning, middle, and end of year student, parent, and staff surveys to measure our school culture, our teaching and learning practices, our support services, our governance and leadership, along with suggestions for improvement. Additionally, we conduct a variety of benchmark assessments to measure student growth as well as student proficiency. Building level data is analyzed to further identify building and student needs. Following that, meetings are held to take action on the needs of our students.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

Our building utilizes a variety of benchmark assessments to measure student progress towards goals. The NWEA MAP test is taken Fall, Winter, and Spring to monitor student growth. This assessment allows us to identify students who are failing or most at risk of failing to meet the state core curriculum standards in English Language Arts and Math. Quarterly benchmark assessments and unit assessments are administered in all core subjects to monitor student progress towards core curriculum standards. These measures, along with monitoring of student grades enables us to identify our at-risk students and place them within various support services which includes Response to Intervention, after school tutoring, English Language Learning courses, and differentiation within classes.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

CCAM utilizes the NWEA based MAP test, which provides a normative understanding of where are students are at during various benchmark cycles. This test is aligned to college and career ready standards and allows us to monitor our students progress towards these goals. We also implement quarterly Benchmark Assessments using the Inspect Bank, which is aligned to the Common Core Standards. This allows us to review how well we are teaching grade level standards as they relate to Common Core and the State of Michigan process for school evaluation.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

For students who need additional assistance in the four core academic areas, we have a variety of approaches and supplemental assistance, depending on the needs of the student. We have mathematics and English Language Arts lab classes, which provide grade level teachers an opportunity to re-teach skills and standards to targeted students. These may be skills and standards that are not at grade level, providing an opportunity to meet students where they are at. Additionally, our Response to Intervention team approach identifies research proven strategies and processes for targeting Tier I, Tier II, and Tier III students. Tier III students, once identified, receive daily instruction for 1 hour, Tier 2 students, once identified receive push-in classroom services 2-3 times a week, and Tier I students receive targeted support within the general education classroom. Our teachers receive ongoing training in providing supplemental support to students within this setting. We make use of resources such as Moby Max, Fountas and Pinnell Leveled Literacy Intervention, News ELA, Khan Academy, manipulatives, visual learning tools, and technology integration to support learning.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

School improvement planning emphasizes data analysis and action is taken on areas where we are our weakest. We routinely analyze academic data as it becomes available and, as a team, plan for building level changes to better support students. Discussions center around identifying improved resources, professional development opportunities, schedules, testing environments, and so forth. Once a plan has been identified and implemented, we move onto monitoring the changes and identifying whether or not the implementation solicited a positive change for our building.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Instructional strategies to help eligible students reach the state's standards in the four core curriculum academic areas include use of differentiation strategies, engagement strategies with emphasis on responsiveness to urban ELLs, smart grouping, visual learning, writing across the curriculum, cross-curricular instruction, use of physical learning tools such as manipulatives, blended learning, technology integration, use of Marzano strategies, and Sheltered Instructional Observation Protocol strategies.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Research based methods and strategies to help eligible students reach the state's standards in the four core curriculum academic areas include use of differentiation strategies, engagement strategies with emphasis on responsiveness to urban ELLs, smart grouping, visual learning, writing across the curriculum, cross-curricular instruction, use of physical learning tools such as manipulatives, blended learning, technology integration, data analysis and SMART goals, Response to Intervention, use of Marzano strategies, and Sheltered Instructional Observation Protocol strategies.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Our extended (supplemental) learning program includes on-going, data driven after school tutoring, response to intervention services, Saturday tutoring, English Language Learning services, and summer school. All of these programs utilize individualized learning, technology integration and blended learning environments, along with attention to both required student skills and grade level standards.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Our school has revised the student schedule to allow students to participate in two electives. Students requiring tier 3 intervention or English Language Learning services receive these classes in place of their second elective so that they are not pulled from a regular, core curriculum classroom. Push-in services are also part of our supplemental instruction which allows students additional support within their core curriculum. Additional extended learning opportunities are hosted after school.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Our building has adopted the Multi-Tiered Systems of Support philosophy and, as a result, our efforts will become more coordinated and integrated. Regular meetings between coaches and instructional staff within each department will occur. These meetings will analyze various forms of data, identify student needs, schedule students into services which are most appropriate, and identification of resources and instructional needs. The goal of these meetings is to ensure that all eligible services are being received at the most appropriate level.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Staff members receive regular professional development that is aligned with their content and grade level expectations. Monthly staff meetings, early release meetings, and professional development days will be used to engage in district provided professional development while staff are encouraged to engage in content specific professional development through outside vendors including Wayne RESA, Oakland ISD, BER, and Institute for Excellence in Education to support content specific instructional strategies development.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Monthly parent meetings, monthly newsletters, and English classes for parents are hosted by our Community Liaison. Professional development opportunities are highly encouraged for staff and parents to engage in and monies are available for use.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		2017-2018 Professional Development

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents participate in monthly parent meetings to support the design of the Targeted Assistance program plan.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents participate in monthly parent meetings to support the implementation of the Targeted Assistance program plan.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent Involvement Activities are planned in collaboration with the school and parents and in effort to address the needs of our parents, students, and school community.

5. Describe how the parent involvement activities are evaluated.

Parent involvement activities are closed with a survey to monitor the extent to which activities filled a school and parent need. Surveys are analyzed to support future planning.

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

The school parent compact is developed by the Community Liaison and School Dean of Students.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

8. How does the school provide individual student academic assessment results in a language parents can understand?

At CCAM, the majority of students come from Spanish speaking backgrounds. As a result, all of our parent meetings and paper resources
SY 2018-2019

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are translated into Spanish by a member of our instructional team. Our translators are well versed in our assessment programs and data analysis.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Plan 2018-2019

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

An annual meeting is held which includes information for parents on:

Academic opportunities

Targeted interventions

Summer School

Parent Workshops

Curriculum Support

Supplies and materials to reinforce core programs

Title I Support Staff

Additionally, monthly parent meetings are held throughout the year to inform parents of any updates. Further we utilize these meetings to provide information on a variety of additional Federal, State, and local programs that may be of interest to our particular parents. Monthly newsletters, robo-dialers, and mailers home are also utilized to communicate available resources to our parents. CCAM strives to make local partnerships wherever possible and provide free programming to interested families.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

During parent meetings, CCAM develops a focus based upon parent needs, community resources, and upcoming events. These monthly focuses may include job training, nutrition, or housing programs. During these meetings, we bring in community partners who are experts in their field and can provide training and/or access to programming. Additionally, these local partners are invited to CCAM events such as our open house, parent teacher meetings, curriculum nights, etc.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Student progress is heavily monitored. Students are assessed through multiple forms to provide both a diagnostic as well as summative understanding of our students strengths and weaknesses. To review student growth, we utilize the NWEA MAP testing in ELA, Math, and Science. This test provides us an opportunity to not review where students are at, which specific skills they need improvement on, as well as their tremendous growth at CCA but to also monitor their progress against large scale college and career readiness. To provide us a summative view of grade level proficiency, we utilize the Inspect Bank to assess students quarterly. This allows us to monitor their progress grade level expectations set forth by the State of Michigan. Following the testing for both NWEA and quarterly benchmarks, data is analyzed to push teachers to take action based on individual student need and grade level trends.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standard based on the data we receive annually, at during testing benchmark windows. We adjust our instruction and processes to ensure that we are meeting the needs of all of our students both where they are at and also in regards to the state's rigorous grade level expectations. We utilize labs, Response to Intervention, and our English Learner resources to ensure that we are not only teaching to these high academic standards, but working to fill in missing gaps in students pushing them closer and closer to grade level. Our NWEA data shows that our work has demonstrated the ability to close these achievement gaps.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers are trained on an ongoing basis to determine which students need additional assistance as well as how to implement student achievement standards in the classroom based on the review of student progress. Early release days, half days, and professional development days are utilized to provide teacher in-service on data analysis, research based teaching practices, and individualized development. Additionally, classroom observations occur monthly with monthly meetings to review each teacher's ability to service students and reach all of their needs.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The School Improvement Team evaluates the implementation of the Targeted Assistance program by analyzing key components, student and school data, as well as student, parent, and staff surveys making suggestions for improvement based upon the results of these key data pieces.

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

As data becomes available, the data is disseminated with all staff, parents, and students. Following this, a variety of meetings are held to make changes at various levels. Students are engaged in meetings to learn about their data and areas for them to focus on for upcoming testing cycles. Parents receive data to learn where their student is at and how to support their goals. Teachers examine the data to determine changes to the curriculum map, pacing guides, resources, instructional pedagogy and methodology. Building level leaders examine the data to determine changes to building level goals and processes, including initiatives, monitoring, and support needs. District and central office leaders examine the data to examine large scale changes to leadership, evaluation protocols, training protocols, are areas of need to ensure that all key stakeholders are responding to the data.

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

CCA determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards by conducting cohort analysis of our bottom 30% of students. Our goal is to service our bottom 30% of students through Response to Intervention. By analyzing this key data, we can monitor whether or not these students are making adequate growth to close the achievement gap and move them closer to grade level. We utilize Moby Max and NWEA data to measure this while we continue to focus on keeping students proficient at-grade level within the general education classroom. We utilize benchmark tests and state assessments to measure their progress in this regard.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

CCA determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards by conducting cohort analysis of our bottom 30% of students. Our goal is to service our bottom 30% of students through Response to Intervention. By analyzing this key data, we can monitor whether or not these students are making adequate growth to close the achievement gap and move them closer to grade level. We utilize Moby Max and NWEA data to measure this while we continue to focus on keeping students proficient at-grade level within the general education classroom. We utilize benchmark tests and state assessments to measure their progress in this regard.

2018-2019 Goals and Plans

Overview

Plan Name

2018-2019 Goals and Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cesar Chavez Academy Middle School will demonstrate proficiency in English Language Arts and Reading	Objectives: 2 Strategies: 11 Activities: 41	Academic	\$1299200
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 demonstrate proficiency in English Language Arts and Reading

Measurable Objective 1:

85% 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 06/30/2024 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 such as IXL, Moby Max, News ELA), 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: -Focal Point K-12 -IXL -Moby Max -Brain Pop -NWEA -Big Ideas -Compass Learning -Google -Microsoft -Apple Software -News ELA	Technology	Tier 1	Implement	08/22/2018	06/18/2019	\$26700	Title I Schoolwide, Section 31a, 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
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School Improvement Plan

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To ensure effective integration of technology, interactive boards and the technology to effectively 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, Technology	Tier 1	Getting Ready	08/22/2018	06/18/2019	\$100000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff, technology team
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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, Accelerated Reading, NWEA, Moby Max, NWEA, Focal Point K-12, News ELA, Front Row, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency.	Curriculum Development, Direct Instruction, Implementation, Technology	Tier 1		08/22/2018	06/18/2019	\$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.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/22/2017	06/19/2018	\$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/22/2018	06/18/2019	\$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	Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$9500	Title I Schoolwide, Title III	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, Rtl, 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.	Communication, Curriculum Development, Direct Instruction, Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/18/2019	\$2000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff
Activity - Effective Use of Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Middle School

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.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/22/2018	06/18/2019	\$60000	Title I Schoolwide	School leader, Instructional Coach, Data Coach, Reading specialist
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Activity - Effective Use of Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, 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, Monitor, Professional Learning, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$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.	Monitor, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$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.	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2018	06/18/2019	\$60000	Title I Schoolwide	School leadership, instructional leadership team

Strategy 3:

Reading and 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: English/Language Arts

School Improvement Plan

Cesar Chavez Middle School

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.	Direct Instruction, Implementation, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$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:

School Improvement Plan

Cesar Chavez Middle School

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	08/22/2018	06/18/2019	\$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 Rtl folders and discussed in the Rtl meetings and data meeting with support staff, coaches, teachers, and leader.	Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff
Activity - Rtl Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Middle School

The school leadership team along with Rtl 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.	Monitor, Academic Support Program	Tier 2	Monitor	08/22/2018	06/18/2019	\$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff
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Activity - Documented Referral Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff, and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed to monitor strategies being used and plan for the next steps of implementation of techniques 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

Activity - Materials for Rtl	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	Materials	Tier 3	Implement	08/22/2018	06/18/2019	\$5000	Title I Schoolwide	Instructional staff, support 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

School Improvement Plan

Cesar Chavez Middle School

Activity - Eagle Expectations 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			08/22/2018	06/18/2019	\$7000	Title I Schoolwide, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff, office staff
Activity - PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	08/22/2018	06/18/2019	\$2500	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff, office staff
Activity - Monthly PBIS 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.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/22/2018	06/18/2019	\$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff, office staff
Activity - Daily Schoolwide Participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Cesar Chavez Middle School

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	08/22/2018	06/18/2019	\$500	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff, office staff
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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.	Behavioral Support Program, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff, office staff

School Improvement Plan

Cesar Chavez Middle School

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.	Direct Instruction, Implementation	Tier 1	Implement	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$53000	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	Tier 2	Implement	08/22/2018	06/18/2019	\$78000	Title III, Section 31a	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan

Cesar Chavez Middle School

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	08/22/2018	06/18/2019	\$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.	Professional Learning, Academic Support Program			08/22/2018	06/18/2019	\$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
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School Improvement Plan

Cesar Chavez Middle School

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.	Professional Learning, Recruitment and Retention	Tier 2	Implement	08/22/2018	06/18/2019	\$0	No Funding Required	School leadership team, instructional staff
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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.	Teacher Collaboration, Monitor	Tier 1	Implement	08/22/2018	06/18/2019	\$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.	Walkthrough, Monitor, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$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.	Evaluation, Teacher Collaboration, Monitor, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$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.	Direct Instruction, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$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.	Direct Instruction, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$5000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan

Cesar Chavez Middle School

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	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan

Cesar Chavez Middle School

Activity - Rtl Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team along with Rtl 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.	Monitor, Academic Support Program	Tier 2	Monitor	08/22/2018	06/18/2019	\$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

Activity - Materials for Rtl	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	Materials	Tier 3	Implement	08/22/2018	06/18/2019	\$5000	Title I Schoolwide	Instructional staff, support 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
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School Improvement Plan

Cesar Chavez Middle School

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	08/22/2018	06/18/2019	\$2000	Title II Part A	School leadership, instructional leadership team, instructional staff, support staff, office staff
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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.	Direct Instruction, Implementation	Tier 1	Implement	08/22/2018	06/18/2019	\$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 differentiated instruction	Academic Support Program	Tier 1	Implement	08/22/2018	06/18/2019	\$56000	Title III, Section 31a	school leader, instructional staff, instructional coach

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

Cesar Chavez Middle School

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	08/22/2018	06/18/2019	\$2000	Title III	school leader, instructional coach, instructional ELL coach
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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	08/22/2018	06/18/2019	\$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.	Professional Learning, Academic Support Program			08/22/2018	06/18/2019	\$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.	Professional Learning, Recruitment and Retention	Tier 2	Implement	08/22/2018	06/18/2019	\$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

School Improvement Plan

Cesar Chavez Middle School

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
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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
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School Improvement Plan

Cesar Chavez Middle School

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

Cesar Chavez Middle School

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
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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
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School Improvement Plan

Cesar Chavez Middle School

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
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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

School Improvement Plan

Cesar Chavez Middle School

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 Chart Paper	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
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School Improvement Plan

Cesar Chavez Middle School

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	Other, Section 31a, Title III	Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research, Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)
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Strategy 3:

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

Category: Mathematics

Research Cited: Response To Intervention theory

Rtl 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	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	\$415000	Title I Schoolwide, Other, Section 31a	All teaching and support staff, school leadership team, Rtl coordinator

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

Cesar Chavez Middle School

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	Other, Title I Schoolwide, Section 31a	School leadership team
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Activity - Continuous and Documented Rtl 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 Rtl folders and discussed in the Rtl meetings and data meeting with support staff, coaches, teachers, and leader. The school leadership team along with Rtl 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.	Direct Instruction, Academic Support Program	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
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School Improvement Plan

Cesar Chavez Middle School

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.	Direct Instruction, Professional Learning	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
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School Improvement Plan

Cesar Chavez Middle School

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
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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 effectively 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 Additionally, teachers will have access to software include Kuta, Naiku, Accelerated Math, IXL, Moby Max, and others to support instructional goals.	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 INSTRUCTION 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

School Improvement Plan

Cesar Chavez Middle School

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, Professional Learning, Getting Ready	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.	Curriculum Development, Policy and Process, Professional Learning	Tier 1	Monitor	08/22/2016	06/30/2017	\$5000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan

Cesar Chavez Middle School

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	Title I Schoolwide, Other	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 Development	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

School Improvement Plan

Cesar Chavez Middle School

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.	Extra Curricular, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$129000	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.	Extra Curricular, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$50000	Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan

Cesar Chavez Middle School

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.	Extra Curricular, Academic Support Program	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 Behavioral Support - 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
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School Improvement Plan

Cesar Chavez Middle School

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 Rtl 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 Rtl team will have joint, monthly meetings to ensure that all interventions, academic or behavioral, are meeting the needs of each students.	Behavioral Support Program, Academic 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.	Professional Learning, Academic Support Program	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

School Improvement Plan

Cesar Chavez Middle School

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 Physical 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.	Materials, 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 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
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School Improvement Plan

Cesar Chavez Middle School

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 effectively 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
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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	Title I Schoolwide, Other	School leadership, instructional leadership team, instructional staff, support staff

School Improvement Plan

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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.	Direct Instruction, Implementation	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

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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, Rtl, 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

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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.	Evaluation, Monitor	Tier 1		08/22/2016	06/30/2017	\$0	No Funding Required	School leadership, instructional leadership team, instructional staff, support staff

Strategy 5:

Rtl 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.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$390000	Title I Schoolwide, Section 31a	School leadership, instructional leadership team, instructional staff, support staff

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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 II Part A, Title III	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
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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
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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	Other, Title I Schoolwide	School leadership, instructional leadership team, instructional staff, support staff

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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 effectively 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

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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.	Professional Learning, Recruitment and Retention	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 deepen 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
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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 support staff
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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	Professional Learning, Academic Support Program			08/17/2015	06/17/2016	\$6000	Other	School Leader, Instructional Coach, ESL Staff, Instructional 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
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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
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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, Rtl, 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.	Direct Instruction, Monitor			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.	Supplemental Materials, 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

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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

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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
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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
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	08/22/2018	06/18/2019	\$50000	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.	Extra Curricular, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$120000	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.	Behavioral Support Program, 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	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

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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	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	08/22/2018	06/18/2019	\$76000	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: -Focal Point K-12 -IXL -Moby Max -Brain Pop -NWEA -Big Ideas -Compass Learning -Google -Microsoft -Apple Software -News ELA	Technology	Tier 1	Implement	08/22/2018	06/18/2019	\$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
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

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<p>Summer and After-school tutoring</p>	<p>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.</p>	<p>Other</p>			<p>08/22/2016</p>	<p>06/30/2017</p>	<p>\$120000</p>	<p>School leadership, instructional leadership team, instructional staff, support staff</p>
<p>Summer School and After School Tutoring</p>	<p>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.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>		<p>08/22/2016</p>	<p>06/30/2017</p>	<p>\$120000</p>	<p>Michigan Department of Education, Wayne RESA, PBIS Support from Academic Support Theory, Marzano Research, Improving Teaching and Learning with Data Based Decisions (Protheroe, 2001)</p>
<p>Teacher Training on Technology Integration</p>	<p>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: -Focal Point K-12 -IXL -Moby Max -Brain Pop -NWEA -Big Ideas -Compass Learning -Google -Microsoft -Apple Software -News ELA</p>	<p>Technology</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/22/2018</p>	<p>06/18/2019</p>	<p>\$10500</p>	<p>School leadership, instructional leadership team, instructional staff, support staff, office staff</p>

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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	08/22/2018	06/18/2019	\$250000	School leadership, instructional leadership team, instructional staff, support staff
Summer School Program	Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/21/2015	06/17/2016	\$70000	All summer school teaching and 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	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	\$220000	All teaching and support staff, school leadership team, Rtl coordinator
After School Tutoring	After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/22/2018	06/18/2019	\$50000	school leader, instructional staff, instructional coach

No Funding Required

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

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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
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
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
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
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.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	08/22/2018	06/18/2019	\$0	School leadership, instructional leadership team, instructional staff, support staff, office 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.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	\$0	School leadership, instructional leadership team, instructional staff, support staff

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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
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
Use of Visual Aids and Physical Representations	Use of visual aids and physical representations (models, real world examples, hands on manipulatives, etc) to reinforce content understanding.	Materials, Academic Support Program	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, Implementation	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

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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.	Supplemental Materials, 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.	Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	\$0	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, Rtl, 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.	Direct Instruction, Monitor			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, Academic Support Program	Tier 1	Implement	08/22/2017	06/19/2018	\$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.	Direct Instruction, Implementation	Tier 1	Implement	08/22/2018	06/18/2019	\$0	School leadership, instructional leadership team, instructional staff, support staff

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Rtl Meetings	The school leadership team along with Rtl 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.	Monitor, Academic Support Program	Tier 2	Monitor	08/22/2018	06/18/2019	\$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.	Professional Learning, Recruitment and Retention	Tier 2	Implement	08/22/2018	06/18/2019	\$0	School leadership team, instructional 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.	Direct Instruction, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$0	School leadership, instructional leadership team, instructional staff, support 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.	Evaluation, Monitor	Tier 1		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
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New Technology	To ensure effective integration of technology, interactive boards and the technology to effectively 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
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	08/22/2018	06/18/2019	\$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	08/22/2018	06/18/2019	\$5000	Instructional Staff, Instructional Coach, School Leader

Title I Schoolwide

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

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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
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	08/22/2018	06/18/2019	\$4000	School leadership, instructional leadership team, instructional staff, support staff, office staff
Utilize Assisted Technology	Students will use computer software programs (IXL, Accelerated Reading, NWEA, Moby Max, NWEA, Focal Point K-12, News ELA, Front Row, etc) to practice 21st Century technology skills aligned with Common Core State Standards to increase reading proficiency.	Curriculum Development, Direct Instruction, Implementation, Technology	Tier 1		08/22/2018	06/18/2019	\$50000	School leadership, instructional leadership team, instructional staff, support staff, technology leadership
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
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.	Curriculum Development, Policy and Process, Professional Learning	Tier 1	Monitor	08/22/2016	06/30/2017	\$5000	School leadership, instructional leadership team, instructional staff, support staff

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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
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	08/22/2018	06/18/2019	\$500	School leadership, instructional leadership team, instructional staff, support staff, office 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
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
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

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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.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$170000	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.	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$60000	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
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
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

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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
Acquire New Technology	To ensure effective integration of technology, interactive boards and the technology to effectively 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 Additionally, teachers will have access to software include Kuta, Naiku, Accelerated Math, IXL, Moby Max, and others to support instructional goals.	Materials	Tier 1	Implement	08/22/2016	06/30/2017	\$0	School leadership, instructional 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	Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$6500	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 2	Implement	08/22/2018	06/18/2019	\$170000	School leadership, instructional leadership team, instructional staff, support staff
Informational Text	Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that interfere with their mastery of informational text.	Direct Instruction, Implementation, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$5000	School leadership, instructional leadership team, instructional staff, support staff

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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.	Direct Instruction, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$5000	School leadership, instructional leadership team, 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	08/22/2018	06/18/2019	\$1000	School leadership, instructional leadership team, instructional staff, support staff, office staff
Materials for Rtl	Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels	Materials	Tier 3	Implement	08/22/2018	06/18/2019	\$5000	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
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
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.	Monitor, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$60000	School leader, instructional coach, data coach

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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
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 Rtl folders and discussed in the Rtl meetings and data meeting with support staff, coaches, teachers, and leader.	Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$2500	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: -Focal Point K-12 -IXL -Moby Max -Brain Pop -NWEA -Big Ideas -Compass Learning -Google -Microsoft -Apple Software -News ELA	Technology	Tier 1	Implement	08/22/2018	06/18/2019	\$10000	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.	Extra Curricular, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$75000	School leadership, instructional leadership team, instructional staff, support staff

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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, Monitor, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$60000	School leadership team, instructional staff, support staff
Acquire New Technology	To ensure effective integration of technology, interactive boards and the technology to effectively 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, Technology	Tier 1	Getting Ready	08/22/2018	06/18/2019	\$100000	School leadership, instructional leadership team, instructional staff, support staff, technology team
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
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
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

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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	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.	Professional Learning, Recruitment and Retention	Tier 1	Getting Ready	08/22/2016	06/01/2017	\$10000	School leadership, instructional leadership team, instructional staff, support 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 Rtl folders and discussed in the Rtl meetings and data meeting with support staff, coaches, teachers, and leader.	Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$2500	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
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

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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	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	\$170000	All teaching and support staff, school leadership team, Rtl coordinator
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
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
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
Eagle Expectations 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			08/22/2018	06/18/2019	\$5000	School leadership, instructional leadership team, instructional staff, support staff, office staff

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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 effectively 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
Eagle Expectations 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			08/22/2018	06/18/2019	\$2000	School leadership, instructional leadership team, instructional staff, support staff, office staff
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.	Direct Instruction, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$15000	School leadership, instructional leadership team, instructional staff, support staff
Effective Use of Academic 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.	Teacher Collaboration, Professional Learning, Academic Support Program	Tier 2	Implement	08/22/2018	06/18/2019	\$60000	School leader, Instructional Coach, Data Coach, Reading specialist

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Professional Learning Communities	School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, 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.	Communication, Curriculum Development, Direct Instruction, Implementation, Teacher Collaboration, Professional Learning	Tier 1	Implement	08/22/2018	06/18/2019	\$2000	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.	Extra Curricular, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$50000	School leadership, instructional leadership team, instructional staff, support staff
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, Monitor, Professional Learning, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$60000	School Leader and Instructional Coach
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.	Professional Learning, Academic Support Program	Tier 1	Implement	08/22/2018	06/18/2019	\$60000	School leadership, instructional leadership team
Daily Implementation of the SIOP Model	Teachers will utilize the SIOP model when planning lessons, selecting resources, delivering lessons, and collecting and analyzing data.	Direct Instruction, Professional Learning	Tier 1		08/22/2016	06/30/2017	\$7500	School leadership, instructional leadership team, instructional staff, support staff

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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
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
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.	Teacher Collaboration, Monitor	Tier 1	Implement	08/22/2018	06/18/2019	\$15000	School administration, 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	08/22/2018	06/18/2019	\$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.	Evaluation, Teacher Collaboration, Monitor, Academic Support Program	Tier 1	Monitor	08/22/2018	06/18/2019	\$60000	School 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

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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/22/2018	06/18/2019	\$6000	school leader, instructional staff, instructional coach
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	08/22/2018	06/18/2019	\$2000	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.	Extra Curricular, Academic Support Program	Tier 1	Implement	08/22/2016	06/30/2017	\$9000	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	08/22/2018	06/18/2019	\$2000	school leader, instructional coach, instructional ELL coach
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

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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
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)
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
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	08/22/2018	06/18/2019	\$2000	District ELL coordinator, ELL coach

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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
Summer School Program	Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/21/2015	06/17/2016	\$3000	All summer school teaching and 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.	Professional Learning, Academic Support Program			08/22/2018	06/18/2019	\$40000	school leader, instructional staff, ESL staff, support staff
Leveled Readers	Leveled Readers for fluency and comprehension across all ability levels including high interest books at lower reading levels	Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$3000	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	08/22/2018	06/18/2019	\$3000	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
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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 Chart Paper	Supplemental Materials, Direct Instruction	Tier 1	Implement	08/22/2016	06/30/2017	\$0	Math Instructional Staff, Support Staff, School Leadership Team
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, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/22/2016	06/30/2017	\$20000	School Leader, Instructional Coach, 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	\$25000	School 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	\$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	Direct Instruction, Academic Support Program	Tier 1	Monitor	08/22/2016	06/30/2017	\$25000	All teaching and support staff, school leadership team, Rtl coordinator

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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
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	08/22/2018	06/18/2019	\$5000	School leadership, instructional leadership team, instructional staff, support staff
Professional Development	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
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

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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
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)
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

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Acquire New Technology	To ensure effective integration of technology, interactive boards and the technology to effectively 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 Additionally, teachers will have access to software include Kuta, Naiku, Accelerated Math, IXL, Moby Max, and others to support instructional goals.	Materials	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
Professional Learning	ESL teachers and support staff will receive 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	Professional Learning, Academic Support Program			08/17/2015	06/17/2016	\$6000	School Leader, Instructional Coach, ESL Staff, Instructional Staff, Support Staff

Title II Part A

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

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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	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
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
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
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	08/22/2018	06/18/2019	\$2500	School leadership, instructional leadership team, instructional staff, support staff, office staff
Professional Development on Response to Intervention	Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA-MS to implement with fidelity and purpose to grow students academically and behaviorally.	Professional Learning	Tier 1	Implement	08/22/2018	06/18/2019	\$2000	School leadership, instructional leadership team, instructional staff, support staff

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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
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	08/22/2018	06/18/2019	\$2000	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
Professional Learning Communities	School and teacher leadership research articles, books, and various literature that expound on poverty, mastery of content, test taking strategies, DI, Rtl, 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
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
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	08/22/2018	06/18/2019	\$10000	School leadership, instructional leadership team, instructional staff, support staff

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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	08/22/2018	06/18/2019	\$10000	School leadership, instructional leadership team, instructional staff, support 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
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

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.	Behavioral Support Program, Materials	Tier 1	Implement	08/22/2018	06/18/2019	\$1000	School leadership, instructional leadership team, instructional staff, support staff, office staff