



# **Accreditation Report**

## **Cesar Chavez Academy**

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School System.....	3
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7

## **Self Assessment**

Introduction.....	9
Purpose and Direction.....	10
Governance and Leadership.....	14
Teaching and Assessing for Learning.....	19
Resources and Support Systems.....	27
Using Results for Continuous Improvement.....	31
Report Summary.....	36

## **Stakeholder Feedback Diagnostic**

Introduction.....	38
Stakeholder Feedback Data.....	39
Evaluative Criteria and Rubrics.....	40

Areas of Notable Achievement..... 41

Areas in Need of Improvement..... 42

Report Summary..... 43

**Student Performance Diagnostic**

Introduction..... 45

Student Performance Data..... 46

Evaluative Criteria and Rubrics..... 47

Areas of Notable Achievement..... 48

Areas in Need of Improvement..... 50

Report Summary..... 52

**AdvancED Assurances**

Introduction..... 54

AdvancED Assurances..... 55

**CCA DIP (2014-15)**

Overview..... 58

Goals Summary..... 59

    Goal 1: ELA Proficiency..... 60

    Goal 2: Math Proficiency..... 74

    Goal 3: Science Proficiency..... 89

    Goal 4: Social Studies Proficiency..... 97

    Goal 5: Safe and secure environment for all students at CCA..... 102

Activity Summary by Funding Source..... 106

Progress Notes..... 138

Activity Summary by School..... 139

# **Executive Summary**

## **Introduction**

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

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

## Description of the School System

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

Demographics and Challenges Impacting the César Chávez Academy District:

César Chávez Academy District (CCA) District is located in southwest Detroit which is home to the largest concentration of Hispanics in Michigan and has recently expanded to the eastside Detroit. The district has one of the largest concentrations of Spanish-speaking students in the state and Hispanic student demographics constitute more than 85% of district's enrollment. Spanish is the primary language spoken in the majority of homes and over 60% of the district's students require some level of English language support. The City of Detroit continues to be one of the most economically devastated cities in the United States with a current unemployment rate of over 30% and a functional illiteracy rate of almost 50%. The 48209 & 49210 zip codes constitutes about 95% of the Cesar Chavez Academy District school population and according to Census 2010 data, less than 60% of the residents, 25 years and older, have earned a high school graduation diploma.

The majority of area residents work in a severely depressed manufacturing/service industry. As a result, families become transient leaving the state to pursue job opportunities elsewhere, only to return to Detroit as seasonal work becomes available. Over 90% of CCA students qualify for Free or Reduced-price lunch. In addition, quality of life issues ranging from high crime rates to inadequate city services, coupled with immigration issues, requires the district to confront serious challenges that extend beyond the school.

In 2013-14, CCA opened its newest campus, providing an educational opportunity to students on Detroit's east side.

Features:

CCA District has earned a positive reputation over its 19 years of existence and remains the largest charter in Michigan. Cesar Chavez Academy is the first district to receive NCA District Accreditation. The district's strengths are many but can best be summed up by the district mission statement: "The mission of César Chávez Academy is to provide atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respect in an inclusive environment". The district, in cooperation with The Leona Group (TLG) and Saginaw Valley State University (SVSU), works to improve effectiveness in every facet of its operations, including instruction, professional development, budget and finance, maintenance of facilities, parental involvement, and community partnerships. CCA District started in 1995 as a single, lower elementary campus site with approximately 200 students. Since then, the district has grown to nearly 2,200 students K-12 spread out across five locations: CCAE Lower K-2; CCAE Upper 3-5; CCA East K-5; CCAMS 6-8, and CCAHS 9-12. The district attributes its success in creating a safe, clean, and orderly student-centered learning environment to district leadership, staff, and strong support from The Leona Group and Saginaw Valley State University. As a result of the autonomy encouraged and supported by TLG, school leaders are able to interview and hire caring and competent staff who also meet NCLB/ESEA certified and highly qualified criteria. The District Leadership Team collects, reviews and analyzes student academic data regularly in order to meet students' academic needs. Response to Intervention (RtI) is strongly evident across the K-12 system.

District professional development plans are developed based on student academic performance and classroom observations (both formal and informal) conducted by school leaders, instructional coaches, district curriculum director, and district ELL coaches. District administrators, teachers, and support staff are provided extensive professional development opportunities during the school year. CCA District classroom observations and lesson plan feedback are conducted regularly, and all teachers receive performance reviews annually (utilizing the Educator Evaluation System). Immediate feedback from classroom observations is provided to teachers in one of these ways:

a.) verbal, b.) email, or c.) copy of written notes. Classroom observation training and tools are provided by TLG.

The CCA District offers its teachers and students much of the latest instructional technology resources. Promethean and Smart Boards can be found in every classroom throughout the district. In addition, each campus site is wireless and utilizes mobile laptop computer and iPad carts to enhance instruction and increase student engagement. In 2013, the high school constructed a state-of-the art media center. Since 2009-2010, the district has relied on an Curriculum Management Plan (CMP) sometimes referred to as our Educational Management Plan (EMP) in order to pull together its core service (teaching and learning) and to align assessments in each content area and across all grade levels. Like the school improvement plans, the CMP is a working document that is continuously evolving based on student needs and research/evidenced-based best practices.

### Challenges:

The CCA District needs vary from building to building, but there is consensus regarding a few key areas. First, a need for greater parental involvement at the secondary level. While CCA District Parent-Teacher Conferences typically yield a 95% turnout at the elementary buildings, 65% attendance rate is found at the middle and high school levels. Both CCAE lower and upper campus sites have established weekly parent group meetings where parents learn how they can become active participants in their child's education. Speakers and local community based organizations are brought in to share information about services families are eligible to receive. CCAMS and CCAHS offer monthly parenting group meetings and have increased the parent participation over the past 2 years. Stakeholder involvement also represents a needs area for the CCA District. Individual campus sites have made aggressive efforts to reach out to the larger community, which has yielded a series of strong relationships. Community liaisons in the school buildings have made strides by establishing connections with businesses and service organizations. For example, school partner with United Way to provide coats for kids, Southwest Solution to offers our families mental health, the Kwainas club who provides books, and local churches who provide food baskets to most families.

Finally, language represents a two-fold challenge for CCA District. On the one hand, the large percentage of student who qualify for some degree of English Language services makes it necessary for the schools to put programs in place to address these needs. Secondly, with many CCA parents being of limited English proficiency themselves, even basic interactions between the school and the home require the use of translators/translations in order to make communications effective.



## **System's Purpose**

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

### **Our Mission**

César Chávez Academy, in cooperation with parents and the community, will provide for the unique needs of our students through innovative experiences in a fully inclusive, safe, and nurturing environment. Cesar Chavez Academy provides an opportunity for all students to learn in a safe atmosphere of academic excellence.

### **Our Vision**

Our vision at César Chávez Academy is to become the premier college preparatory school district in the state of Michigan. The statement that supports our foundation. "Sí Se Puede - Yes, We Can", reflects the belief that every student is capable of greatness.

### **We believe...**

We believe and envision that every child is entitled to a quality education.

We believe all children will grow academically, socially and physically.

We believe every child is entitled to a safe and orderly learning environment.

We believe that family involvement in the educational process is essential to the success of the child.

We believe in meeting the diverse needs of our parents.

We believe all students will be prepared to become positive, productive members of the community.

We believe that in education, creativity is an essential part of the learning process.

## **Notable Achievements and Areas of Improvement**

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

**Notable Achievements:**

Cesar Chavez Academy (CCA) District has served the students (and their families) in Southwest Detroit since 1995 and has expanded to the eastside of Detroit in 2013. The longevity of the academy and the commitment demonstrated by the school staff and administration during this time has made a difference in the lives of our students and families. CCA was the first NCA Accredited Multi-Campus Charter School District/System in the State of Michigan.

The Mackinac Center awarded CCA MS a State Rank of 109 and the Upper Elementary a State Rank of 209 out of 2562 elementary and middle schools in the state. CCA was recognized by Bridge Magazine / The Center for Michigan as a 2013 Academic State Champ, for being among the Top 10 Charter Schools in Michigan. CCA HS was ranked among the Best High Schools 2013 by U.S. News & World Report and it boasts an 85% 4-year graduation rate.

The Leona Group (TLG) and the CCA Board of Directors have adopted the Inclusion Model . The Inclusion Model operates on the premise that all students, regardless of unique background circumstances, receive education services in a regular classroom. Research suggests that this model is the best means of delivering instruction for most special needs students, and it is a defining characteristic of all TLG-operated academies.

**Areas of Improvement:**

Improved building capacity to secure updated technology

Getting students adequately prepared to meet the increasingly stringent academic demands that are placed on them

Transient student population in the East campus as neighborhoods continue to be eroded

Maintaining enrollment targets as the educational options available to parents increases with the opening of new charter schools in an already saturated market

## **Additional Information**

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

As it is communicated in the Curriculum Management Plan (CMP), the Cesar Chavez Academy District has adopted the S.I.O.P. (Sheltered Instructional Observation Protocol) model. This instructional strategy provides the most equitable language support available for the predominant ELL population. However S.I.O.P. is not limited to English Language Learners, and it continues to be used as an instructional best practice to meet the specific academic needs of all demographic sub-groups. As a Michigan Public School Academy, CCA District is required by law and by its authorizer, to adhere to all state and federal guidelines.

With the full support of TLG, CCA District demonstrates compliance through various Michigan Department of Education and federal reporting requirements. Our district's Balance Assessment system, affords the academy the opportunity to monitor students progress.

Additional strengths include:

- Student-centered, learner focused learning environments
- Clean, safe, healthy, orderly, and strongly supportive learning environments.
- High parent and student satisfaction ratings
- Very minimal teacher attrition
- Commitment to continuous improvement
- Very strong working relationships and support from The Leona Group and Saginaw Valley State University
- Balanced budget and healthy fund balance
- Strong teacher support and professional development
- Instructional technology tools
- Supplemental instructional resources
- Opportunities for extra-curricular activities beyond the regular school day
- Response To Intervention (Rtl)
- Support staff / Interventionist Support

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the district's purpose and direction</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> <li>•Communication plan to stakeholders regarding the district's purpose</li> <li>•The system's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success</li> </ul>	Level 3

**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements</li><li>•Examples of school purpose statements if different from the district purpose statement</li><li>•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</li><li>•Cesar Chavez Academy policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. CCA and The Leona Group personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel. Curriculum updates are provided to all stakeholders</li></ul>	Level 4

**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li> <li>•Examples of schools' continuous improvement plans</li> <li>•Survey results</li> <li>•Statements or documents about ethical and professional practices</li> <li>•Statements of shared values and beliefs about teaching and learning</li> <li>•The district strategic plan</li> <li>•Strong evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff hold one another accountable to high expectations for professional practice</li> </ul>	Level 3



# Accreditation Report

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li><li>•Survey results</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Cesar Chavez Academy and The Leona Group maintain a profile that contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals.</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

## Areas of Strength

Cesar Chavez Academy shows empirical evidence of engagement in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success. Numerous methods of communication occurs between all stakeholders including monthly newsletters, annual reports, digital dialer, and the schools website. Information is translated for non-English speaking families and students. For example, the parent student handbook, hand outs presented at our curriculum nights and parent meetings. Translators are readily available at parent teacher conference and Individual Educational Plans (IEP) team meetings.

## Area of Improvement

Training for stakeholders in best practices in education

## Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> <li>•Professional development plans</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•District operations manuals</li> <li>•School handbooks</li> <li>•Cesar Chavez Academy shows empirical evidence of engagement in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success. Numerous methods of communication occurs between all stakeholders including monthly newsletters, annual reports, digital dialer, parent handbook, the schools website. Information is translated for non-English speaking families and students.</li> </ul>	Level 3

**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.	<ul style="list-style-type: none"><li>•List of assigned staff for compliance</li><li>•Assurances, certifications</li><li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li><li>•Historical compliance data</li><li>•Governing body members participate in the charter school authorizers Saginaw Valley State University (SVSU) systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body has adopted the NCSI (National Charter School Institute) which complies with all policies, procedures, laws, and regulations, and functions as a cohesive unit.</li></ul>	Level 3

# Accreditation Report

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> <li>•Communications regarding governing authority actions</li> <li>•District strategic plan</li> <li>•Examples of school improvement plans</li> <li>•Roles and responsibilities of school leadership</li> <li>•Roles and responsibilities of district leadership</li> <li>•Survey results regarding functions of the governing authority and operations of the district</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•The governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of decisions aligned with the district's strategic plan</li> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's purpose statement</li> <li>•Examples of decisions in support of the schools' continuous improvement plans</li> <li>•Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.</li> </ul>	Level 3

# Accreditation Report

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Examples of stakeholder input or feedback resulting in district action</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. Efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community and ownership</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Representative supervision and evaluation reports</li> <li>•Cesar Chavez Academy in collaboration with The Leona Group (TLG) and Saginaw Valley State University (SVSU) the supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning. Refer to reports from TLG and SVSU's onsite reviews</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite**

**sources of evidence the External Review team members may be interested in reviewing.**

Area of Strength

Cesar Chavez Academy onsite reviews with TLG's Quality School Initiatives and SVSU's onsite audit, evaluate processes are regularly implemented through out the system. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning. Refer to reports from TLG and SVSU's onsite reviews

Area of Improvement

Professional practices recommended from onsite reviews are not always implemented an expeditiously.

## Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Course, program, or school schedules</li> <li>•Student work across courses or programs</li> <li>•Course or program descriptions</li> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Descriptions of instructional techniques</li> <li>•CCA provides the system with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system.</li> </ul>	Level 4

**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"><li>•Curriculum guides</li><li>•A description of the systematic review process for curriculum, instruction, and assessment</li><li>•Common assessments</li><li>•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li><li>•Curriculum writing process</li><li>•Lesson plans aligned to the curriculum</li><li>•Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction</li></ul>	Level 3



**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Findings from supervisor formal and informal observations</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Surveys results</li> <li>•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs</li> <li>•CCA staff personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools</li> </ul>	Level 3

# Accreditation Report

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success</li> <li>•CCA curriculum director, school leaders and instructional coaches formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Professional development funding to promote professional learning communities</li> <li>•Evidence of informal conversations that reflect collaboration about student learning</li> </ul>	Level 3

**Accreditation Report**

Cesar Chavez Academy

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Survey results</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li></ul>	Level 3

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.	<ul style="list-style-type: none"><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li><li>•System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance</li></ul>	Level 3

# Accreditation Report

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•CCA has programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Curriculum and activities of structures for adults advocating on behalf of students</li> <li>•Description of formalized structures for adults to advocate on behalf of students</li> <li>•List of students matched to adults who advocate on their behalf</li> <li>•Master schedule with time for formalized structure</li> </ul>	Level 4

**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•District quality control procedures including the monitoring of grading practices across all schools</li> <li>•Sample report cards for each program or grade level and for all courses and programs</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•District quality control procedures showing implementation plan for professional development for district and school staff</li> <li>•District professional development plan involving the district and all schools</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and district purpose and direction</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

### Areas of Strength

One of our district's strengths is our Educational Plan also known as our Curriculum Management Plan. The CMP provides the structure to ensure quality control of the curriculum, instructional process and common assessments. Instead of leaving the primary function of a school to chance, our comprehensive CMP recognizes that student learning is a result of a well-planned series of events, primarily the alignment of the Curriculum, Instruction and Assessment. We believe this alignment occurs consistently and coherently throughout the district and propels us toward academic excellence. CCA curriculum director, school leaders and instructional coaches formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

### Area of Improvement

CCA has programs that engage families in meaningful ways in their children's education are designed and implemented. It has been a challenge to regularly inform families of children at the secondary level in the learning process. To improve this area, plans to train parents to access students grades are being developed .

## Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>•District budgets or financial plans for the last three years</li> <li>•School budgets or financial plans for last three years</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is usually protected. System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Examples of school calendars</li> <li>•Alignment of school budgets with school purpose and direction</li> <li>•Alignment of district budget with district purpose and direction</li> <li>•District strategic plan showing resources support for district</li> </ul>	Level 2

# Accreditation Report

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Example systems for school maintenance requests</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Example maintenance schedules for schools</li> <li>•School safety committee responsibilities, meeting schedules, and minutes</li> <li>•Example school records of depreciation of equipment</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	<ul style="list-style-type: none"> <li>•Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•District education delivery model intended for school implementation including media and information resources to support the education program</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 4



# Accreditation Report

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"><li>•Assessments to inform development of district and school technology plans</li><li>•I would need the technology plan</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•Agreements with school community agencies for student-family support</li><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•District quality assurance procedures that monitor program effectiveness of student support services</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.**

## Area of Strength

The district's PBIS (Positive Behavior In Support System) and Response to Intervention (RTI) process ensure a multi-tiered approach to support struggling learners or students with social or emotional needs. Most of the support staff are certified teachers with experience

## Area of Improvement

The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

However, most of the school are filled to capacity which lead to traveling teachers



## Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Examples of data used to measure the effectiveness of the district systems that support schools and learning</li> <li>•District quality control procedures that monitor schools in effectively using data to improve instruction and student learning</li> <li>•List of data sources related to district effectiveness</li> <li>•Examples of changes to the district strategic plan based on data results</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Policies and written procedures specific to data training</li> <li>•All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data</li> </ul>	Level 3

**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Policies and procedures specific to data use and training</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li><li>•Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level</li></ul>	Level 4

**Accreditation Report**

Cesar Chavez Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"> <li>•District quality control procedures for monitoring district effectiveness</li> <li>•Minutes of meetings regarding achievement of student learning goals</li> <li>•Survey results</li> <li>•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals</li> <li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> <li>•District data coach, curriculum director school leaders, and instructional coach monitor comprehensive information about student achievement and progress toward school improvement goals. Data coach regularly communicate results using multiple delivery methods and to all stakeholder groups. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

### Area of Strength

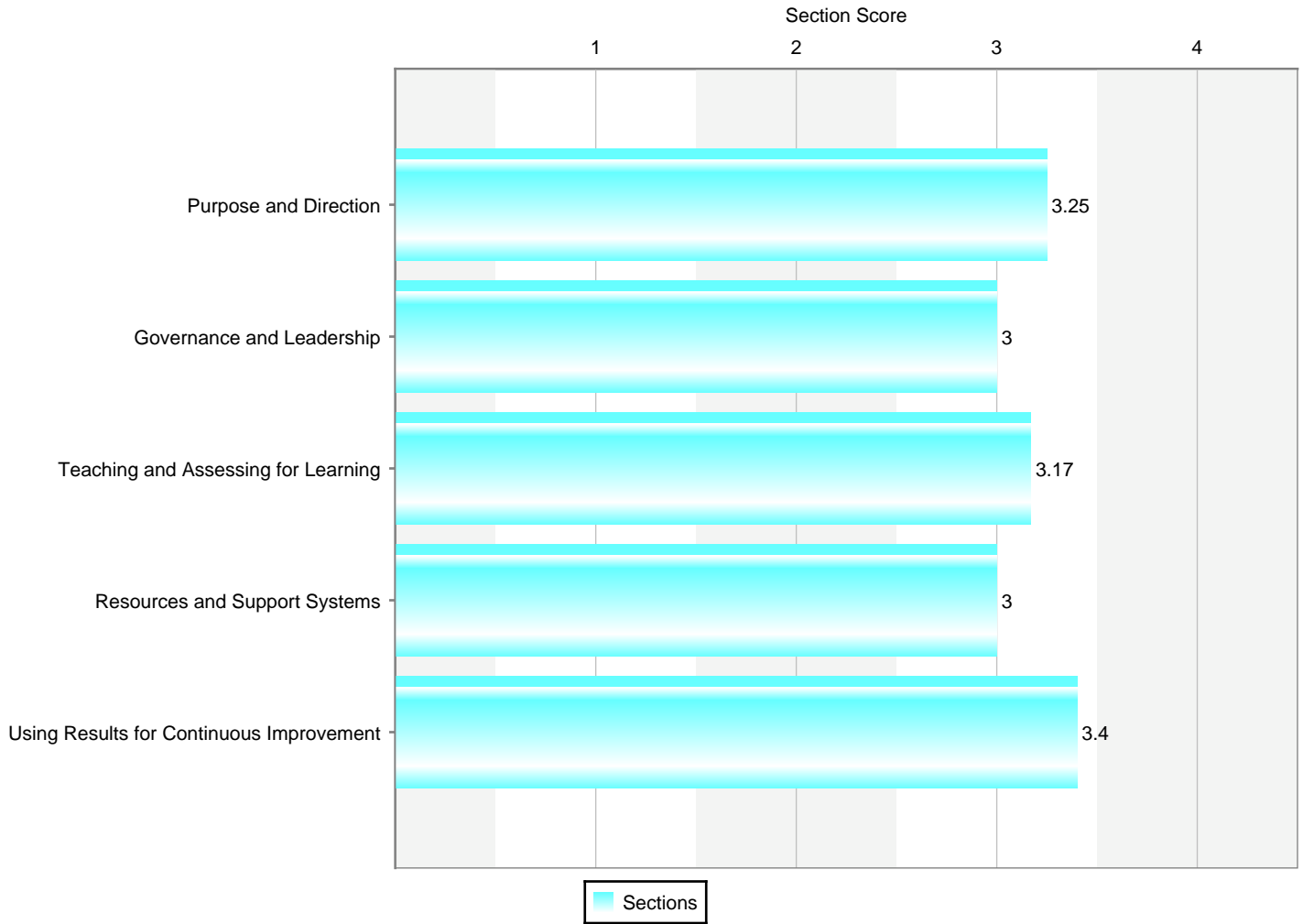
CCA district's balanced assessment system and assessment timeline establishes and maintains a clearly defined and comprehensive student assessment system. Formative and summative assessments are part of our instructional process. Our formative assessments such as our common assessments, provides information needed to adjust teaching and learning while they are happening. These adjustments help to ensure students achieve, targeted standards-based learning goals within a set time frame. Our summative assessments such as scantron, study island and MEAP (M-STEP) are given to inform stakeholders about how students are progressing.

### Area of Improvement

CCA district is working to increase the number of content area team meetings to ensure vertical alignment across . Our efforts are evident in our district school improvement team meeting and our district professional development plan.

## Report Summary

### Scores By Section





# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		District Survey Results

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

Listed below are the overall highest level of satisfaction

96% of K-12 staff believe our school's purpose statement is clearly focused on student success

90% of K-12 staff believe school's leaders expect staff members to hold all students to high academic standards

88% of K-12 staff believe our school has a continuous improvement process based on data, goals, actions, and measures for growth

87% of K-12 staff believe our school leaders monitor data related to student achievement.

86% of K-12 staff believe our school employs consistent assessment measures across classroom and courses

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Staff overall are increasingly satisfied with the systemic initiatives that align the curriculum , instruction and assessment. They are also satisfied with the level consistent level of accountability among the team

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The overall satisfaction with curriculum alignment was also consistent with professional development survey and district collaborative team meeting

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

Listed below are the overall lowest level of satisfaction

18% of K-12 staff believe their school does not have a formal process in place to support new staff members in

18% of K-12 staff believe their school does not provide sufficient material resources to meet student needs.

14% of K-12 staff does not believe all school personnel regularly engage families in their children's learning progress.

14% of K-12 staff does not believe all teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams and peer coaching.)

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Two areas that show an decreasing level of satisfaction are listed below:

A formal process is in place to support new staff members in

Sufficient material resources to meet student needs.

### What are the implications for these stakeholder perceptions?

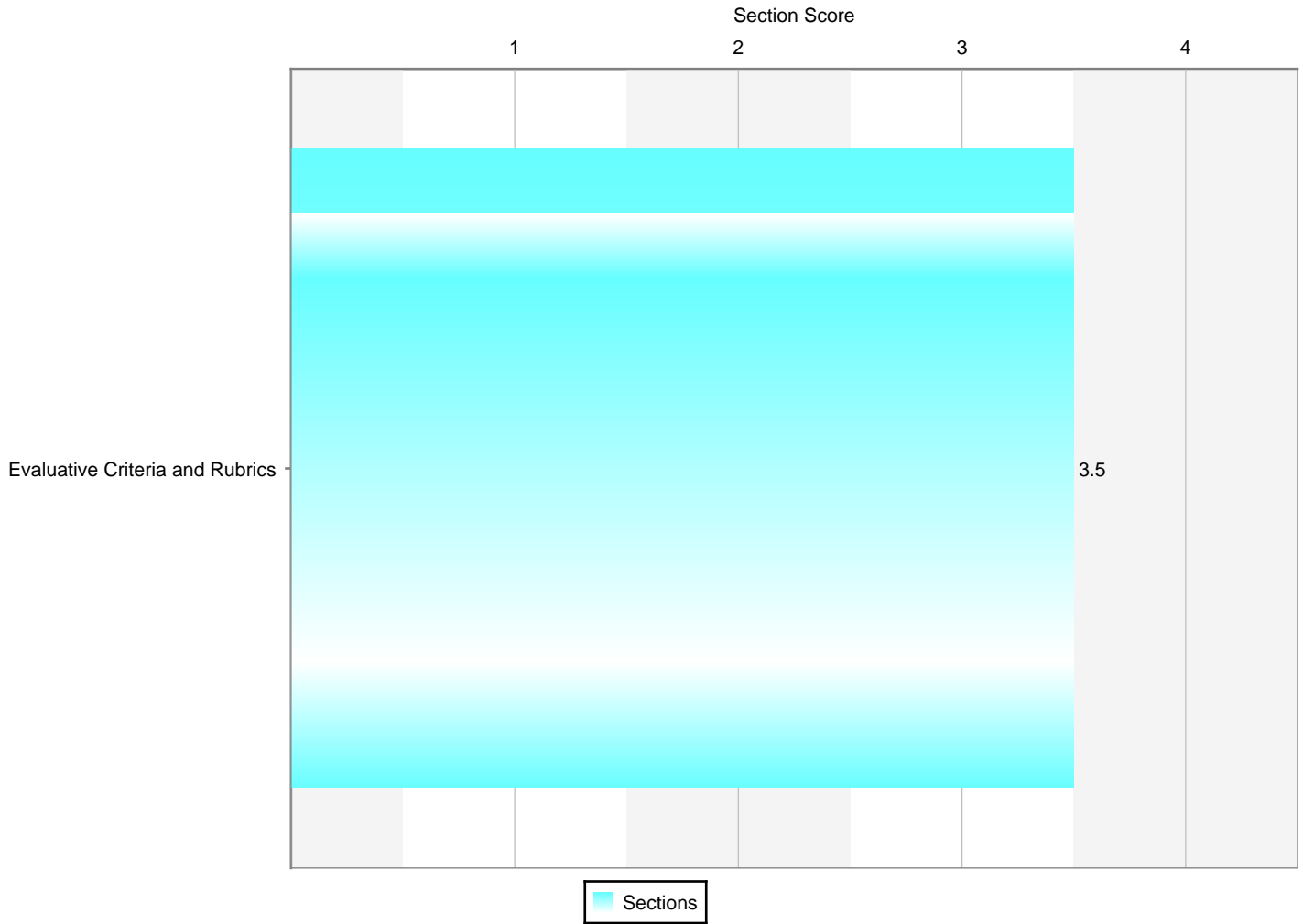
One implication of the stakeholders perception may hinder the professional growth and development of a new teacher. Research also tells us that with embedded professional development, such as that provided by an onsite mentor, student gains will be measured at 93% as compared with teacher's obtaining masters degree (12%), professional development apart from other staff (20%), and school-wide professional development (38%). (NAAC Report, 2003)

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

This feed back is consistent with the current bargaining agreement

## Report Summary

### Scores By Section



# Student Performance Diagnostic



## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		CCALE FAY 4 Year Trend CCAHS 4 Year Trend CCAMS 4 Year Trend CCAUE 4 Year Trend CCA Fall-Winter Comparison Scantron Winter Benchmark All Student Growth Targets Cohort Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Across the district, students at the elementary and middle school level enjoy the most success in both reading and writing.

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

MME science, social studies and reading, as well as ACT math and English. MEAP reading (grades 4-8) has seen an overall increase over the last 3 years, as well as 4th grade writing.

### Which area(s) indicate the overall highest performance?

The area of overall highest performance continues to be reading at all levels except 3rd grade and 11th (as measured on the ACT). Performance level change (PLC) results demonstrate that almost two-thirds of students maintain or increase their proficiency in reading on the MEAP, and over half of those students were not proficient increased their achievement.

### Which subgroup(s) show a trend toward increasing performance?

The students with disabilities (SWD) who are taking the alternate state assessment (specifically MI-Access) are attaining or exceeding the alternate achievement standards at a very high level.

### Between which subgroups is the achievement gap closing?

The gap between students that are English Learners and non-English Learners is decreasing in both math and reading at the 3rd grade level.

### Which of the above reported findings are consistent with findings from other data sources?

The trend data from MEAP / MME is consistent with data from Scantron



## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Overall math, science, and social studies are areas in which students achieve below expectation, even when compared against ISD and local results. Science proficiencies on the MEAP and the MME have been in the single digits over the last 5 years, with MEAP social studies results only slightly higher.

### **Describe the area(s) that show a negative trend in performance.**

3rd grade reading has demonstrated a 5-year decline in MEAP proficiency, as has 11th grade on the ACT Reading Assessment. MME math has seen a 3-year decline.

### **Which area(s) indicate the overall lowest performance?**

Science proficiencies continue to be extremely low, as are proficiency results in social studies.

### **Which subgroup(s) show a trend toward decreasing performance?**

Students with disabilities (SWD) continue to have low overall proficiency in both math and reading among students taking both the MEAP and MME assessments, across all grade levels. English learners (EL) in 3rd grade have demonstrated a 3-year decline in both reading and math, as have EL students in 5th grade (reading) and 6th grade (math).

### **Between which subgroups is the achievement gap becoming greater?**

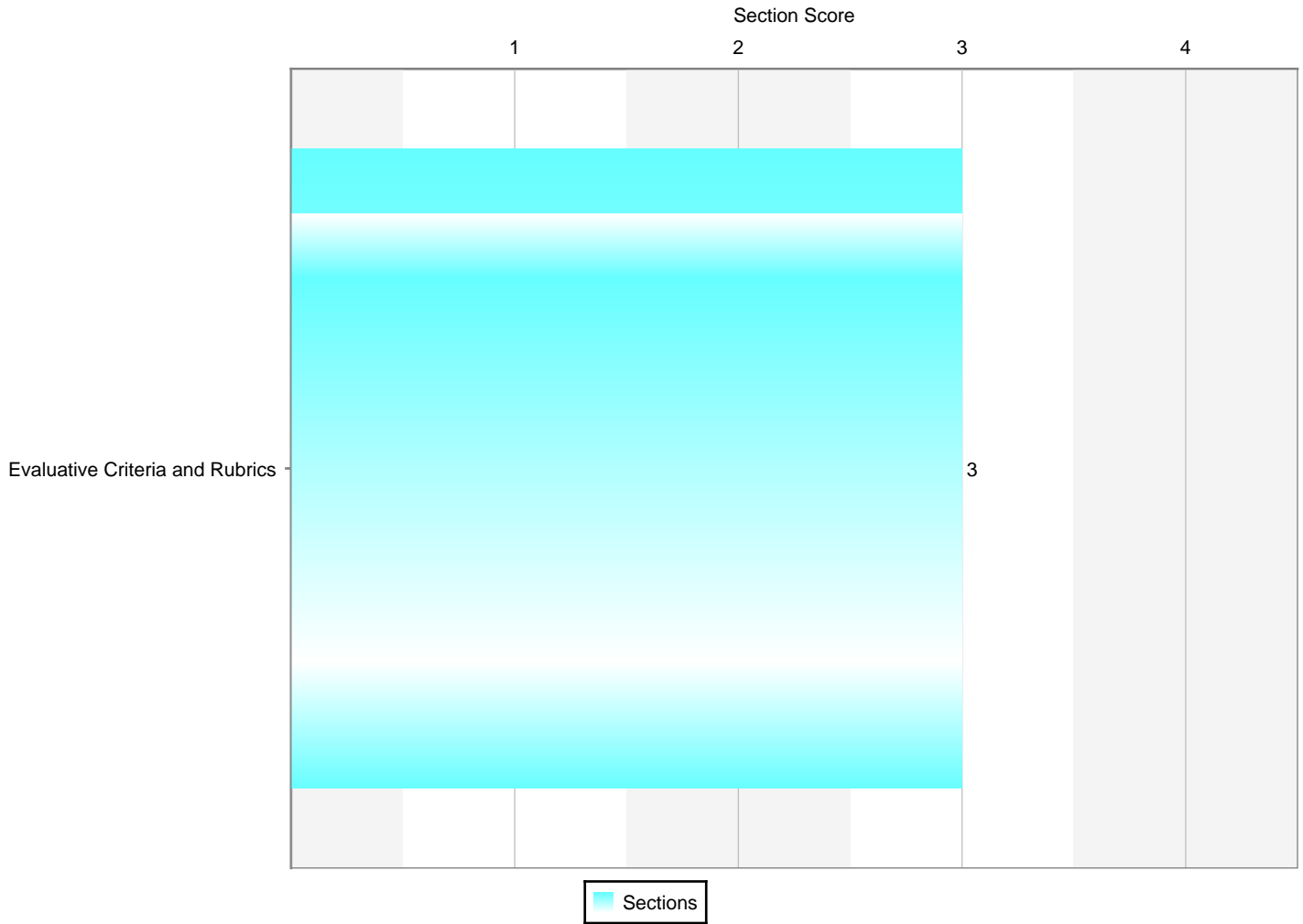
EL students continue to lag behind non-English learners in both reading and math in grades 4-8, with the largest performance gaps found at the middle school level. The gap between SWD and students without disabilities remains large at all grade levels and in all similarly tested subject areas. Additionally, male students generally achieve lower than female students in reading.

**Which of the above reported findings are consistent with findings from other data sources?**

The trends in math are consistent with results from scantron

## Report Summary

### Scores By Section





# AdvancED Assurances

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	Core values for César Chávez Academy District are embedded the vision and mission statement. In 2013-2014, the CCA's charter school authorizer, Saginaw Valley State University (SVSU) made recommendations that would enhance the vision and mission statement.. During the District School Improvement meeting, building representatives discussed the proposed changes, then presented them to staff. K-12 staff were given the opportunity to review and make recommendation. Recommendations were compiled by the district team and the new vision and mission statement was submitted to the board for approval	

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

# Accreditation Report

Cesar Chavez Academy

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Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		

## **CCA DIP (2014-15)**

## Overview

### Plan Name

CCA DIP (2014-15)

### Plan Description

Cesar Chavez Academy District Improvement Plan (2014-15)

## 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	ELA Proficiency	Objectives: 2 Strategies: 11 Activities: 32	Academic	\$3762064
2	Math Proficiency	Objectives: 1 Strategies: 10 Activities: 24	Academic	\$1256324
3	Science Proficiency	Objectives: 1 Strategies: 6 Activities: 14	Academic	\$351255
4	Social Studies Proficiency	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$70000
5	Safe and secure environment for all students at CCA	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$214500

## Goal 1: ELA Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency by increasing the number of students reading at or above grade level in English Language Arts by 06/12/2015 as measured by the student's MEAP (or equivalent state assessment), MME, ACT, and Scantron/Global Scholars scores.

### Strategy 1:

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all content areas. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP which will assist in aligning the curriculum to the common core state standards, structure the pacing guides and analyze the district assessment data. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Tier: Tier 1

Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with curriculum resources such as Curriculum Crafter to support the implementation of the Common Core State Standards (CCSS).  Schools: All Schools	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$3000	Title I School Improvement (ISI)	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for purchasing this resource.



## Accreditation Report

Cesar Chavez Academy

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$120000	Title I Part A, Title I Part A	District coach, instructional coaches and school leaders are responsible for analyzing data.

Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$44750	Title I Part A, Title II Part A	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops.

### Strategy 2:

DI (Differentiated Instruction) - All staff will implement DI (Differentiated Instruction) in response to data to increase student achievement and close the achievement gaps among the sub groups. Staff will incorporate DI strategies throughout the implementation of the Common Core State Standards.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D.

# Accreditation Report

Cesar Chavez Academy

Hill et. al

Tier: Tier 2

Activity - Close and Critical Reading and Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$4000	Title I Part A	School leaders and instructional coaches are responsible for the implementation of the strategy

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district administrative team will analyze data from the progress monitoring tools and screeners on a quarterly basis in order to determine the educational needs of students and subgroups.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$28650	Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for reviewing data quarterly.

Activity - Monitor Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.  Schools: All Schools	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$120000	Title I Part A	District administrative team

## Accreditation Report

Cesar Chavez Academy

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$35000	Title III, Title II Part A, Title II Part A	District administrative team School leaders, district coaches, instructional coaches.
Activity - Purchase additional resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be provided with materials and supplies to support the best practices. For example, visual aids graphic organizers, grade leveled books, books on tape, head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.</p> <p>Schools: All Schools</p>	Supplemental Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$18000	Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.
Activity - Strengthen Inclusion Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Accreditation Report

Cesar Chavez Academy

Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers.  Schools: All Schools	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$305000	Title II Part A, Special Education	School leader, instructional coach, teacher, special education team
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### Strategy 3:

Extended Learning Opportunities - Cesar Chavez District will host a number of learning programs and extended day learning opportunities that will meet the needs of all students. Programs include Credit recovery, Summer Learning Academy for Title I students (students at risk) and English Language Learners, after school tutoring, Saturday school, Spring Break Academic Camp and transition programs.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier:

Activity - District SIP Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will host a planning meeting to review student achievement data, credits and curriculum resources.  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/19/2015	\$200	Section 31a	The district administrative team

Activity - Hire additional Academic Support staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process.  Schools: All Schools	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$1730324	Title I Part A, Section 31a	School leaders are responsible for hiring staff.

## Accreditation Report

Cesar Chavez Academy

Activity - Design Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school will be designed from the interpretation of various sources of data.  Schools: All Schools	Other	Tier 2	Implement	06/29/2015	07/31/2015	\$177500	Section 31a, Title I Part A	School leader, instructional coaches and teachers.

### Strategy 4:

Instructional and ELL Coaches - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content area, analyze building level data, develop maps and pacing guides and plan professional development that meet the individual needs of staff.

Research Cited: Marzano, R (2003 ). What works in schools: Translating research into action.

Knight, J. (2005). A primer on instructional coaching. Principal Leadership, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). The Heart of the Matter: The Coaching Model in America's Choice Schools.

Lyons, C., and Pinnell, G. (2001). Systems for Change in Literacy Education: A Guide to Professional Development.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier: Tier 1

Activity - Daily walk-through	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$11000	Title I Part A, Title II Part A	The district administrative team

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.  Schools: All Schools	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	The district administrative team

**Accreditation Report**

Cesar Chavez Academy

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, District ELL coaches and Curriculum Director will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the Educational Management Plan.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	Title II Part A	The district administrative team

Activity - Utilize Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom.  Schools: All Schools	Other	Tier 1	Implement	07/01/2014	06/30/2015	\$340000	Title I Part A	School leader, district curriculum director

**Strategy 5:**

Parent Literacy - The district will increase parent literacy to support student learning in all content areas.

Activities include: Curriculum Night /Lunch bunch, ESL classes, Open House/Student Orientation, Title I parent meeting, standardized test preparation meeting, Homework and Study Skills, and English and Math initiatives.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SLOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Tier: Tier 1

Activity - Purchase additional resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.</p> <p>Schools: All Schools</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/26/2015</p>	<p>\$1500</p>	<p>Title I Part A</p>	<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.</p>
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**Strategy 6:**

Rtl (Response to Intervention) - The district will continue to implement the Response to Intervention (Rtl) tiered model to close student achievement gaps in all subgroups and to monitor student progress.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.:

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Ellis, A. K. (2001). Research on educational innovations.

Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention: Examining field-based and research-implemented models.

Tier:

Activity - Hire or retain additional support staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process.</p> <p>Schools: All Schools</p>	Other	Tier 2	Implement	08/18/2014	06/26/2015	\$150000	Title I Part A	The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district curriculum and RVP) are responsible for hiring staff to support the Rtl program.
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Activity - Monitor the Rtl Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district administrative team will monitor the Rtl process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include Scantron, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, ACT/MME Pre and Post test, DIBELS K-3 and Phonics screeners.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	The districts administrative team (school leaders, instructional coaches, district curriculum director and RVP), in collaboration with Data/Rtl coaches, are responsible for monitoring the Rtl program.



# Accreditation Report

Cesar Chavez Academy

Activity - Professional development / PLC for Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 2	Implement	08/18/2014	06/19/2015	\$9000	Title II Part A	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.
Activity - Purchase Progress Monitoring Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Scantron, to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level.</p> <p>Schools: All Schools</p>	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$60000	Title I Part A	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for purchasing the tools needed for the RtI program.

## Accreditation Report

Cesar Chavez Academy

### Strategy 7:

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a research-based, best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%.)

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.  Schools: All Schools	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$275000	Title III, Title I Part A	District coach, instructional coaches. and schools leaders are responsible for analyzing data.

Activity - ESL curriculum for ESL elective classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Accreditation Report

Cesar Chavez Academy

<p>The middle school and high school will implement an ESL curriculum to support the ESL elective classes.</p> <p>Schools: Cesar Chavez Middle School, Cesar Chavez High School</p>	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	Title III	The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy.
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Activity - Monitor the Implementation of SIOP components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.</p> <p>Schools: All Schools</p>	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$30000	Title III	The district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis.

Activity - Online ESL progress monitoring tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)</p> <p>Schools: All Schools</p>	Technology	Tier 2	Implement	09/02/2014	06/12/2015	\$4500	Title III	The district administrative team is responsible for implementing this activity.

## Accreditation Report

Cesar Chavez Academy

Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and district administrative teams will be provided with ongoing professional development on the SIOF components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).  Schools: All Schools	Professional Learning	Tier 2	Implement	09/02/2014	06/19/2015	\$18200	Title II Part A, Title III	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy.

### Measurable Objective 2:

A 5% increase of English Learners students will demonstrate a proficiency by increasing proficiency levels on all assessments in English Language Arts by 06/12/2015 as measured by Scantron, SBAC (or equivalent state assessment), WIDA and classroom formative and summative assessments..

### Strategy 1:

Extending Learning Time and Academic support - Additional time will be allotted to ensure targeted instruction is given and mastery is made with remediation and academic support.

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

Lazarin, Melissa. (2008). A Race Against the Clock: The Value of Expanded Learning Time for English Language Learners.

Lavy, V. (2010). Do Differences in School's Instruction Time Explain International Achievement Gaps in Math, Science, and Reading?

McCombs, J.S., Augustine, C.H., Schwartz, H.L., Bodilly, S.J., McInnis, B., Lichter, D.S. and Cross, A.B. (2011). Making Summer Count: How Summer Programs Can Boost Children's Learning.

Alexander, K.L., Entwisle, D.R., & Olson, L.S. (2007). Lasting consequences of the summer learning gap.

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 with instructional strategies derived from best practices and differentiated instruction.  Schools: All Schools	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$90000	Section 31a, Title III, Title I Part A	School leader, instructional coach, instructional staff.

## Accreditation Report

Cesar Chavez Academy

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL learners will be provided the opportunity to be involved in instruction that addresses 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.  Schools: All Schools	Other	Tier 2	Implement	06/16/2014	08/29/2014	\$44500	Title I Part A, Title III	School leaders, instructional coach, instructional staff.

### Strategy 2:

Professional Development to support ELL (English Language Learners) - A professional development PD will be implemented to inform all stakeholders of effective strategies to engage, prepare and assess the ELL students.

Research Cited: Teaching ELL: The How to Handbook by Teresa Walter.

McLaughlin, B. (1992). Myths and misconceptions about second language learning.

Bailey, A. (2010). Implications for assessment and instruction. In M. Schatz & L. C. Wilkinson (Eds.), The education of English language learners: Research to practice.

Tier: Tier 1

Activity - Consultant to present ELL strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$15000	Title III	School leader, instructional leader, teachers and instructional coach.

Activity - Parental Involvement Activities and Resources	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.  Schools: All Schools	Parent Involvement	Tier 2	Implement	09/02/2014	06/12/2015	\$36940	Title III, Title I Part A	School leader, instructional coach, consultant, and teachers.

### Strategy 3:

Recruit and Maintain Bilingual / ESL Certified staff - The district will make a good faith effort to recruit and retain bilingual certified staff by offering tuition reimbursement to current employees who are in the process of getting an ESL endorsement.

## Accreditation Report

Cesar Chavez Academy

Research Cited: Goldhaber D. D. and Anthony, E.(2004). Can teacher quality effectively be assessed? The Urban Institute. National Clearinghouse for English Language Acquisition. "The Growing Numbers of Limited English Proficient Students."

Tier: Tier 1

Activity - Recruit and Retain Bilingual / ESL Certified staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.  Schools: All Schools	Other	Tier 1	Implement	08/01/2014	06/30/2015	\$10000	Title III	District administrative team

### Strategy 4:

Response to Intervention Process - Response to Intervention (Rtl) will be utilized in order to gauge ELL students growth and provide purposeful and targeted instruction to meet their needs. Teachers and support staff will analyze data to highlight the areas of concerns and utilize resources that will promote academic excellence.

Research Cited: Instructional Assessment of ELL in the k-8 Classroom by Diane Brantley and the Rtl network resources

Tier: Tier 1

Activity - Utilize ESL Teachers / Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.  Schools: All Schools	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$70000	Title III	School leader, instructional coach, teachers

## Goal 2: Math Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency by increasing the number of students at or above grade level in Mathematics by 06/12/2015 as measured by the student's SBAC (or equivalent state assessment), MME, ACT, and Scantron scores.

### Strategy 1:

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP which assists in aligning the curriculum to the Common Core State Standards, structure the pacing guides and analyze the district assessment data. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

## Accreditation Report

Cesar Chavez Academy

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D.

Hill et. al

Tier: Tier 1

Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will purchase Curriculum Crafter as a resource to ensure curricular alignment and assist with DI.  Schools: All Schools	Other	Tier 1	Implement	07/01/2014	06/30/2015	\$2000	General Fund	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for making sure that the curriculum is aligned to standards and that resources are provided to teachers and staff.

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>The district administrative team will review data from the progress monitoring tools: Study Island, Scantron, Fast math, and the ACT Plan and Explore test.</p> <p>Schools: All Schools</p>	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$240000	Title I Part A	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring student performance data.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the curriculum management plan. For example, MDE conference, SIOP training, DI (Differentiated Instruction), formative assessment and aligning content to the CCSS professional development.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	09/02/2013	06/13/2014	\$5000	Title II Part A	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.

Activity - Professional Development/Implementation of the Integrated Math strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).</p> <p>Schools: Cesar Chavez High School</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/18/2014</p>	<p>06/12/2015</p>	<p>\$5000</p>	<p>Title II Part A</p>	<p>The High School's administrative team (school leader, instructional coach, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.</p>
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**Strategy 2:**

DI (Differentiated Instruction) - District staff will implement DI (Differentiated Instruction) to close the student achievement gaps and increase student achievement.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Kitchen, R. S. D., Julie; Celedon-Pattichis, Sylvia; Brinkerhoff, Jonathan. (2007). Mathematics education at highly effective schools that serve the poor: Strategies for change.

Slavin, R., Lake, C., & Groff, C. (2009). Effective programs in middle and high school mathematics: A best-evidence synthesis.

Tomlinson, C. A. (2000). The Differentiated Classroom: Responding to the Needs of all Learners.

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.</p>	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$0	No Funding Required	<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for analyzing data.</p>
<p>Schools: All Schools</p>								

Activity - Monitor Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data.</p>	Monitor	Tier 1	Monitor	08/18/2014	06/19/2015	\$1000	Title III	<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the strategy.</p>
<p>Schools: All Schools</p>								

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

Cesar Chavez Academy

Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$6000	Title I Part A, Title II Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) and teachers are responsible for monitoring and implementing this strategy.
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Activity - Purchase resources to support RtI / DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$14000	Title I Part A	The school leaders and instructional coaches are responsible for purchasing additional materials.

### Strategy 3:

Extended Learning - Cesar Chavez District will host a number of programs and extend learning opportunities that will meet the needs of all students. Programs include Credit recover, Summer Learning Academy, ELL summer school, After school tutoring, Saturday school, Spring Break Academic Math Camp.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

**Accreditation Report**

Cesar Chavez Academy

Tier: Tier 2

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional support and opportunities to make up credit for classes required for graduation through the Odyssey Ware credit recovery program.  Schools: Cesar Chavez High School	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$20000	Title I Part A	Title I staff General education staff Instructional coach
Activity - Hire or retain additional support staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the RtI process.  Schools: All Schools	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$730824	Title I Part A, Section 31a	School leaders are responsible for hiring staff.
Activity - Planning Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.  Schools: All Schools	Other	Tier 2	Implement	08/01/2014	06/19/2015	\$0	No Funding Required	District curriculum director and instructional coaches

**Strategy 4:**

Instructional and ELL Coaches - District staff will maintain an Instructional Coach in each building, District ELL Coach and Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content area, assisting in the development of maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

## Accreditation Report

Cesar Chavez Academy

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). The Heart of the Matter: The Coaching Model in America's Choice Schools.

Lyons, C., and Pinnell, G. (2001). Systems for Change in Literacy Education: A Guide to Professional Development.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, District ELL coaches and Curriculum Director will analyze building level data by grade and content to assist in planning instruction  Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$5000	Title I Part A	The district administrative team

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the districts Educational Management Plan.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	The district administrative team

### Strategy 5:

Professional development / PLC - Administrative team and lead teachers will participate in professional learning communities and maintain memberships with professional organization to stay abreast of current research and best practices.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

## Accreditation Report

Cesar Chavez Academy

Activity - Memberships and Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead teachers and district administrative team will maintain membership with professional organizations.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	School leader and instructional coaches

### Strategy 6:

Progress monitoring tools and screeners - The district administrative team will utilize progress monitoring tools and screeners to gauge and monitor the performance levels of all students.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.: Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district administrative team will provide professional development for the progress monitoring tools K-12. For example, Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	Title II Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing the progress monitoring tools and screeners.

**Accreditation Report**

Cesar Chavez Academy

**Strategy 7:**

Rtl (Response to Intervention) - The district will implement the Response to Intervention (Rtl) model to monitor student progress and identify areas of academic deficiency.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the Rtl process.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	Title II Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.

Activity - Progress Monitoring Tools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Cesar Chavez Academy

<p>The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.</p> <p>Schools: All Schools</p>	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$20000	Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing progress monitoring tools.
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**Strategy 8:**

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol)a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%).

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve

Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 2

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Accreditation Report

Cesar Chavez Academy

District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will utilize a data warehouse to aid in the analysis of student achievement data.  Schools: All Schools	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$5000	General Fund	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for data analysis.
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Activity - Monitor Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis. The district will utilize a common tool in order to gather data.  Schools: All Schools	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$10000	Title II Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring the implementation of SIOP.

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

Cesar Chavez Academy

<p>Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/12/2015</p>	<p>\$20000</p>	<p>Title III</p>	<p>The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.</p>
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## Strategy 9:

Technology Resources - District staff and students will have access to an array of technology resources that will be used to support the curriculum and enhance instructional strategies throughout the district. Resources include Promethean interactive whiteboards, laptops, iPads, graphing calculators, LCD projectors, Neo and Alpha smarts.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Swan, K., Schenker, J., & Kratoski, A. (2008). The effects of the use of interactive whiteboards on student achievement.

Wood, R. & Ashfield, J. (2008). The use of the interactive whiteboard for creative teaching and learning in literacy and mathematics.

Haystead, M. & Marzano, R. (2009). Evaluation study of the effects of Promethean ActivClassroom on student achievement.

Tier: Tier 1

Activity - Increase Bandwidth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

Increase bandwidth in every building to increase wireless capacity. Schools: All Schools	Technology	Tier 1	Implement	07/01/2014	06/30/2015	\$5000	Title II Part D	The school leaders are responsible for working with the tech team to increase the bandwidth.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with ongoing professional development on the technology resources purchased in the district. Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	Title II Part A, Title I Part A	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops

Activity - Purchase additional resources to support RtI / DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math.</p> <p>Schools: All Schools</p>	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$87500	Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.
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**Strategy 10:**

Title I Computer Lab - New Title I computer labs to support Title I students and online learning programs. The labs will also be used for progress monitoring and gauging student growth and achievement.

Research Cited: What Works in Schools: Translating Research Into Action by Robert J. Marzano.

Burgstahler, S. (2003). The role of technology in preparing youth with disabilities for postsecondary education and employment. Journal of Special Education Technology, 18(4), 7-19.

Crawford, C. M. & Martin, S. S. (2001). The integration of assistive and adaptive technologies into the special education classroom. In Proceedings of Society for Information Technology and Teacher Education 2001(1).

Roblyer, M. D. (2004). If technology is the answer, what's the question? Research to help make the case for why we use technology in teaching. In Proceedings of Society for Information Technology and Teacher Education 2004(1).

Tier: Tier 1

Activity - Research and Purchase	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Accreditation Report

Cesar Chavez Academy

Administration will research and purchase work stations, computers, software and online applications.  Schools: All Schools	Technology	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$30000	Title I Part A	School leaders are responsible for coordinating all efforts to implement the computer labs.
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### Goal 3: Science Proficiency

This plan includes progress notes which are at the very end of this document

#### Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency by increasing the number of students at or above grade level in Science by 06/12/2015 as measured by the student's SBAC (or equivalent state assessment), MME, and Scantron scores.

#### Strategy 1:

Build partnerships - The district will build partnerships with outside entities such as AWIM, DAPCEP, MSU STEM program, WSU Strings project, Living Arts, etc. to expand educational opportunities for under-represented students.

Research Cited: What Works in Schools: Translating Research Into Action by Robert J. Marzano.

Christenson, S.L and Sheridan, S.M (2001). School and Families: Creating Essential Connections for Learning.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.

Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218.

Tier: Tier 1

Activity - Develop a strategic plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.</p> <p>Schools: All Schools</p>	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$8000	Section 31a	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these programs.
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**Strategy 2:**

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP, which assists in aligning the curriculum, structure the pacing guides and monitor the district assessment timeline. It also ensures quality control of the designed and delivered curriculum in conjunction with Saginaw Valley State University.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Accreditation Report

Cesar Chavez Academy

Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards).  Schools: All Schools	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for the monitoring the alignment.
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Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	Title II Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the implementation of the EMP.

### Strategy 3:

DI (Differentiated Instruction) - District staff will provide students with explicit science instruction utilizing differentiated instruction strategies to align to the GLCE. Such strategies include learning stations, inquiry science and project based learning.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

## Accreditation Report

Cesar Chavez Academy

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

Activity - Monitor Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies using common walk through tools.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	09/02/2014	06/19/2015	\$240000	Title I Part A	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.
Activity - Off campus learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.</p> <p>Schools: All Schools</p>	Other	Tier 1	Implement	09/02/2014	06/19/2015	\$3255	Title I Part A	The school leaders and instructional coaches are responsible for this activity.
Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## Accreditation Report

Cesar Chavez Academy

Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/02/2014	06/19/2015	\$10000	Title II Part A, Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
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Activity - Purchase additional resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/19/2015	\$25000	Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) is responsible for the purchase of resources needed to support DI.

### Strategy 4:

Increase instructional time - The district will increase the instructional time for science in order to improve the overall proficiency for all students.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

## Accreditation Report

Cesar Chavez Academy

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

National Center on Time and Learning. (2010). The Relationship Between Time and Learning: A Brief Review of the Theoretical Research.

Osborne, J. (2003). "Attitudes Towards Science: A Review of the Literature and Its Implications." International Journal of Science Education 25(9), 1049–1079.

Traphagen, K. (2011). Strengthening Science Education: The Power of More Time to Deepen Inquiry and Engagement.

Tier:

Activity - Revise schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will ensure the implementation of the strategy.

### Strategy 5:

Instructional and ELL Coach(es) - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content assisting in the develop maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

## Accreditation Report

Cesar Chavez Academy

Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). *Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities*.

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). *The Heart of the Matter: The Coaching Model in America's Choice Schools*.

Lyons, C., and Pinnell, G. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development*.

Coggins, C., Stoddard, P., and Cutler, E. (2003). "Improving Instructional Capacity through Field-Based Reform Coaches."

Barr, K., Simmons, B., and Zarrow, J. (2003). "School Coaching in Context: A Case Study in Capacity Building."

Tier:

Activity - Daily walk-through / In-class support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district administrative team.

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, District ELL coach and Curriculum Director will analyze building level data by grade and content to assist in planning instruction.  Schools: All Schools	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	The district administrative team.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	The district administrative team is responsible for this activity.

### Strategy 6:

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%). Teacher's will incorporate project based initiatives such as AWIM, Initiative Science, and Lego League to promote higher order thinking skills and hands-on application.

Research Cited: *Seven Strategies of Assessment* by Jan Chappuis

*Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning*, Kathryn Parker Boudett, et. al

## Accreditation Report

Cesar Chavez Academy

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier:

Activity - Monitor Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students.</p> <p>Schools: All Schools</p>	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$30000	Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.

Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Accreditation Report

Cesar Chavez Academy

Teachers and district administrative teams will be provided with ongoing professional development on the SIOB components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).  Schools: All Schools	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$10000	Title III	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring this strategy.
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Activity - Purchase additional resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	Section 31a	The school leader is responsible for the purchase of additional materials.

## Goal 4: Social Studies Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency by increasing the number of students at or above grade level in Social Studies by 06/12/2015 as measured by the student's MEAP (or equivalent state assessment), MME, ACT, and Scantron scores.

### Strategy 1:

Educational Management Plan (EMP) - The Educational Management Plan (EMP) has been revised to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the designed and delivered curriculum. The district will continue to implement the EMP, assist in aligning the curriculum, structure the pacing guides and monitor the district assessment timeline.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

**Accreditation Report**

Cesar Chavez Academy

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Tier: Tier 1

Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	Title III	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating the professional learning communities and PD.

**Strategy 2:**

DI (Differentiated Instruction) - District staff will implement DI (Differentiated Instruction) to increase student achievement.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano; Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al. Classroom Instruction That Works with English Language Learners by Jane D.

Hill et. al

Tier: Tier 1

Activity - Monitor Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy</p> <p>Schools: All Schools</p>	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
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Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction).</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	Title II Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.

Activity - Purchase resources to support RtI / DI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Cesar Chavez Academy

<p>Teachers will be provided with materials and supplies to support SIOP, RtI, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction.</p> <p>Schools: All Schools</p>	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	Title I Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing resources that support best practices.
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**Strategy 3:**

Instructional and ELL Coach(es) - The District will maintain an Instructional Coach in each building, ELL Coaches (elementary and middle/high school) and a Curriculum Director to assist teachers to implement instructional strategies that will help students use and continue to build their literacy skills through each content assisting in the develop maps and pacing guides, planning professional development that meet the individual needs of staff, modeling of lessons, planning and debriefing instruction, co-teaching and data analysis through coaching relationships.

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

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Knight, J. (2005). A primer on instructional coaching. *Principal Leadership*, 5(8) 17-20.

Neufeld, B., & Roper, D. (2003). *Coaching: A Strategy for Developing Instructional Capacity, Promises, and Practicalities.*

Poglinco, S., Bach, A., Hovde, K., Rosenblum, S., Saunders, M., and Supovitz, J. (2003). *The Heart of the Matter: The Coaching Model in America’s Choice Schools.*

Lyons, C., and Pinnell, G. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development.*

Coggins, C., Stoddard, P., and Cutler, E. (2003). “Improving Instructional Capacity through Field-Based Reform Coaches.”

Barr, K., Simmons, B., and Zarrow, J. (2003). “School Coaching in Context: A Case Study in Capacity Building.”

Tier:



**Accreditation Report**

Cesar Chavez Academy

Activity - Daily walk-through / In-class support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district administrative team
Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.  Schools: All Schools	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	The district administrative team.
Activity - Serve as a resource for teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coaches, District ELL Coach and Curriculum Director will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.  Schools: All Schools	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	The district administrative team.

**Strategy 4:**

SIOP (Sheltered Instruction Observation Protocol) - All staff will implement SIOP (Sheltered Instruction Observation Protocol) a researched best practice to increase student achievement for all students which is comprised of a high population of ELL students (97%).

Research Cited: Seven Strategies of Assessment by Jan Chappuis

Data Wise: A Step by Step Guide to Using Assessment Results to Improve Teaching and Learning, Kathryn Parker Boudett, et. al

What Works in Schools: Translating Research Into Action by Robert J. Marzano;

Differentiation, From Planning to Practice, Grades 6-12 by Rick Wormeli.

SIOP: Making Content Comprehensible for English Learners, Janna Echevarria, et. al.

Classroom Instruction That Works with English Language Learners by Jane D. Hill et. al

Short, D., Fidelman, C., Louguit, M.(2012). Developing Academic Language in English Language Learners Through Sheltered Instruction.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms.

Tier: Tier 1

## Accreditation Report

Cesar Chavez Academy

Activity - Monitor the Implementation of SIOP components	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.</p> <p>Schools: All Schools</p>	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.
Activity - Professional development / PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	Title II Part A	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.

## Goal 5: Safe and secure environment for all students at CCA

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a behavior so that there is a 10% decrease in the number of inappropriate/problem behaviors by 06/12/2015 as measured by Office Disciplinary Referrals .

### Strategy 1:

Safe and secure environment - Cesar Chavez Academy staff will support the district's mission to provide high-quality educational opportunities in a safe and secure environment.

Research Cited: Freiberg, H. J. (1999). "School climate: Measuring, improving and sustaining healthy learning Environments."

G. P., Leadbeater, B. J., Emmons, C., & Blatt, S. J. (1997). "Perceived school climate and difficulties in the social adjustment of middle school students," Applied Developmental Science, 1(2), 76-88.

Schaps E (2005). The Role of Supportive School Environments in Promoting Academic Success.

Jeynes (2005). A Meta-analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement.

Siris K, Osterman K (2004). Interrupting the Cycle of Bullying and Victimization in the Elementary Classroom.

Tier: Tier 1

Activity - Staff to Support Secure Learning Environment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCA will hire and retain staff who will promote a safe and secure learning environment  Schools: All Schools	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$135000	Section 31a, Title I Part A	School leaders

Activity - Anti-bullying	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.  Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/18/2014	06/19/2015	\$75000	Title I Part A, Section 31a	School leader

### Strategy 2:

PBIS (Positive Behavior Intervention Support) - Positive Behavior Intervention Support (PBIS) will be promoted, implemented and monitored by the PBIS team,

## Accreditation Report

Cesar Chavez Academy

teachers, support staff, instructional coaches, and school leaders. Promotional events will be planned throughout the school year to celebrate students' "good behavior". Incentives will be incorporated into the program to the greatest degree possible so that behavior expectations can be highlighted on a frequent basis.

Research Cited: Beard-Jordan, K., & Sugai, G. (2004). First Step to Success: An early intervention for elementary children at risk for antisocial behavior.

Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial.

Irvin, L., Horner, R., Ingram, K., Todd, A., Sugai G., Sampson, N., &

Boland, J. (2006). Using office discipline referral data for decision making about student behavior in elementary and middle schools: An empirical evaluation of validity.

Sherlock, P (2010). Impact of School-Wide Positive Behavioral Intervention and Supports on: reading, writing, math, and reduction in challenging behaviors.

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school.

Pierce, W.D., Cameron, J., Banko, K.M., & So, S. (2003). Positive effects of rewards and performance standards on intrinsic motivation.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice.

Tier: Tier 1

Activity - PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year  Schools: All Schools	Professional Learning	Tier 1	Implement	09/02/2014	06/19/2015	\$2500	Title II Part A	School leaders, instructional coaches, PBIS teams, teachers, and support staff
Activity - PBIS Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.  Schools: All Schools	Teacher Collaboration	Tier 1	Implement	08/18/2014	06/19/2015	\$0	No Funding Required	School leaders, instructional coaches, PBIS teams
Activity - Purchase SWIS System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Accreditation Report**

Cesar Chavez Academy

The district will purchase access to the SWIS (School Wide Information System) program, in order to collect and disaggregate student behavior data.  Schools: All Schools	Materials	Tier 1	Implement	07/01/2014	06/30/2015	\$2000	General Fund	School leaders, support staff
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Bandwidth	Increase bandwidth in every building to increase wireless capacity.	Technology	Tier 1	Implement	07/01/2014	06/30/2015	\$5000	The school leaders are responsible for working with the tech team to increase the bandwidth.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the districts Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team
PBIS Meetings	PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.	Teacher Collaboration	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School leaders, instructional coaches, PBIS teams

# Accreditation Report

Cesar Chavez Academy

Monitor the RtI Process	The district administrative team will monitor the RtI process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include Scantron, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, ACT/MME Pre and Post test, DIBELS K-3 and Phonics screeners.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	The districts administrative team(school leaders, instructional coaches, district curriculum director and RVP), in collaboration with Data/RtI coaches, are responsible for monitoring the RtI program.
Memberships and Conferences	Lead teachers and district administrative team will maintain membership with professional organizations.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School leader and instructional coaches
Professional Development	The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team is responsible for this activity.
Data Analysis	Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team
Data Analysis	Instructional coaches, District ELL coach and Curriculum Director will analyze building level data by grade and content to assist in planning instruction.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team.

# Accreditation Report

Cesar Chavez Academy

Curriculum Alignment	Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards).	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for the monitoring the alignment.
Professional development / PLC	The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team.
Planning Meeting	District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.	Other	Tier 2	Implement	08/01/2014	06/19/2015	\$0	District curriculum director and instructional coaches
Revise schedule	School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will ensure the implementation of the strategy.



**Accreditation Report**

Cesar Chavez Academy

Data Analysis	District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for analyzing data.
Serve as a resource for teachers	The Instructional Coaches, District ELL Coach and Curriculum Director will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district administrative team.
Daily walk-through / In-class support	Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district administrative team.
Monitor the Implementation of SIOP components	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.

## Accreditation Report

Cesar Chavez Academy

Monitor Strategy	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Daily walk-through / In-class support	Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district administrative team

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase additional resources	Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	The school leader is responsible for the purchase of additional materials.
Staff to Support Secure Learning Environment	CCA will hire and retain staff who will promote a safe and secure learning environment	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$90000	School leaders

# Accreditation Report

Cesar Chavez Academy

Develop a strategic plan	The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$8000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these programs.
After School Tutoring	After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$40000	School leader, instructional coach, instructional staff.
Anti-bullying	CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.	Behavioral Support Program	Tier 1	Implement	08/18/2014	06/19/2015	\$70000	School leader
Design Summer School Program	Summer school will be designed from the interpretation of various sources of data.	Other	Tier 2	Implement	06/29/2015	07/31/2015	\$126500	School leader, instructional coaches and teachers.
Hire or retain additional support staff	The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$396935	School leaders are responsible for hiring staff.

# Accreditation Report

Cesar Chavez Academy

District SIP Meeting	The district will host a planning meeting to review student achievement data, credits and curriculum resources.	Professional Learning	Tier 1	Implement	07/01/2014	06/19/2015	\$200	The district administrative team
Hire additional Academic Support staff	The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$906935	School leaders are responsible for hiring staff.

## Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Strategy	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis. The district will utilize a common tool in order to gather data.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring the implementation of SIOF.

# Accreditation Report

Cesar Chavez Academy

Professional development / PLC	The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the implementation of the EMP.
Professional development / PLC for RtI	All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom.	Professional Learning	Tier 2	Implement	08/18/2014	06/19/2015	\$9000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.
Professional Development	Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$13000	District administrative team School leaders, district coaches, instructional coaches.

# Accreditation Report

Cesar Chavez Academy

Professional Development	Teachers will be provided with ongoing professional development on the technology resources purchased in the district.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops
Professional development / PLC	The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$40750	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops.
PBIS Professional Development	Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year	Professional Learning	Tier 1	Implement	09/02/2014	06/19/2015	\$2500	School leaders, instructional coaches, PBIS teams, teachers, and support staff

# Accreditation Report

Cesar Chavez Academy

Professional Development	The district administrative team will provide professional development for the progress monitoring tools K-12. For example, Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing the progress monitoring tools and screeners.
Daily walk-through	Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1000	The district administrative team
Strengthen Inclusion Strategies	Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$5000	School leader, instructional coach, teacher, special education team

**Accreditation Report**

Cesar Chavez Academy

Professional Development	Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the RtI process.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Professional Development	Instructional coaches, District ELL coaches and Curriculum Director will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The district administrative team
Professional development / PLC	Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.



**Accreditation Report**

Cesar Chavez Academy

Professional development / PLC	Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction).	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Professional Development	The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the curriculum management plan. For example, MDE conference, SIOP training, DI (Differentiated Instruction), formative assessment and aligning content to the CCSS professional development.	Professional Learning	Tier 1	Implement	09/02/2013	06/13/2014	\$5000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.

**Accreditation Report**

Cesar Chavez Academy

Professional development / PLC	Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science.	Professional Learning	Tier 1	Implement	09/02/2014	06/19/2015	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Professional Development	Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP)and teachers are responsible for monitoring and implementing this strategy.

# Accreditation Report

Cesar Chavez Academy

Professional Development/Implementation of the Integrated Math strategy	All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).	Professional Learning	Tier 1	Implement	08/18/2014	06/12/2015	\$5000	The High School's administrative team (school leader, instructional coach, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Professional Development	Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$7000	District administrative team School leaders, district coaches, instructional coaches.
Professional development / PLC	Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).	Professional Learning	Tier 2	Implement	09/02/2014	06/19/2015	\$11200	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy.

## Title I Part A

# Accreditation Report

Cesar Chavez Academy

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$1000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP)and teachers are responsible for monitoring and implementing this strategy.
Data Analysis	District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$90000	District coach, instructional coaches and school leaders are responsible for analyzing data.

**Accreditation Report**

Cesar Chavez Academy

Professional development / PLC	Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science.	Professional Learning	Tier 1	Implement	09/02/2014	06/19/2015	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Hire or retain additional support staff	The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process.	Other	Tier 2	Implement	08/18/2014	06/26/2015	\$150000	The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district curriculum and RVP) are responsible for hiring staff to support the Rtl program.

# Accreditation Report

Cesar Chavez Academy

Progress Monitoring Tools	The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing progress monitoring tools.
Monitor Strategies	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$120000	District administrative team
Parental Involvement Activities and Resources	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 2	Implement	09/02/2014	06/12/2015	\$28940	School leader, instructional coach, consultant, and teachers.
Summer School Program	ELL learners will be provided the opportunity to be involved in instruction that addresses 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.	Other	Tier 2	Implement	06/16/2014	08/29/2014	\$2500	School leaders, instructional coach, instructional staff.
Utilize Instructional Coaches	The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom.	Other	Tier 1	Implement	07/01/2014	06/30/2015	\$340000	School leader, district curriculum director

# Accreditation Report

Cesar Chavez Academy

Monitor Strategy	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies using common walk through tools.	Monitor	Tier 1	Monitor	09/02/2014	06/19/2015	\$240000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis.
Data Analysis	Instructional coaches, District ELL coaches and Curriculum Director will analyze building level data by grade and content to assist in planning instruction	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$5000	The district administrative team
Data Analysis	The district administrative team will review data from the progress monitoring tools: Study Island, Scantron, Fast math, and the ACT Plan and Explore test.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$240000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring student performance data.
Design Summer School Program	Summer school will be designed from the interpretation of various sources of data.	Other	Tier 2	Implement	06/29/2015	07/31/2015	\$51000	School leader, instructional coaches and teachers.

# Accreditation Report

Cesar Chavez Academy

Data Analysis	The district administrative team will analyze data from the progress monitoring tools and screeners on a quarterly basis in order to determine the educational needs of students and subgroups.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$28650	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for reviewing data quarterly.
Hire additional Academic Support staff	The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$823389	School leaders are responsible for hiring staff.
Daily walk-through	Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$10000	The district administrative team



# Accreditation Report

Cesar Chavez Academy

Professional development / PLC	The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$4000	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops.
Data Analysis	District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$240000	District coach, instructional coaches. and schools leaders are responsible for analyzing data.
Purchase additional resources	Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/19/2015	\$25000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) is responsible for the purchase of resources needed to support DI.

# Accreditation Report

Cesar Chavez Academy

Purchase additional resources to support RtI / DI	The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$87500	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.
Research and Purchase	Administration will research and purchase work stations, computers, software and online applications.	Technology	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$30000	School leaders are responsible for coordinating all efforts to implement the computer labs.
Anti-bullying	CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.	Behavioral Support Program	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	School leader

# Accreditation Report

Cesar Chavez Academy

Data Analysis	District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$30000	District coach, instructional coaches and school leaders are responsible for analyzing data.
Staff to Support Secure Learning Environment	CCA will hire and retain staff who will promote a safe and secure learning environment	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$45000	School leaders
Off campus learning	Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.	Other	Tier 1	Implement	09/02/2014	06/19/2015	\$3255	The school leaders and instructional coaches are responsible for this activity.
Credit Recovery	Students will receive additional support and opportunities to make up credit for classes required for graduation through the Odyssey Ware credit recovery program.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$20000	Title I staff General education staff Instructional coach
Professional Development	Teachers will be provided with ongoing professional development on the technology resources purchased in the district.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops

# Accreditation Report

Cesar Chavez Academy

Monitor Strategy	The district coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$30000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.
Purchase resources to support RtI / DI	Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$14000	The school leaders and instructional coaches are responsible for purchasing additional materials.
Hire or retain additional support staff	The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the RtI process.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$333889	School leaders are responsible for hiring staff.

# Accreditation Report

Cesar Chavez Academy

Purchase resources to support Rtl / DI	Teachers will be provided with materials and supplies to support SIOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing resources that support best practices.
Purchase additional resources	Teachers will be provided with materials and supplies to support the best practices. For example, visual aids graphic organizers, grade leveled books, books on tape,head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$18000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.

# Accreditation Report

Cesar Chavez Academy

Purchase additional resources	Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.	Parent Involvement	Tier 1	Implement	09/02/2014	06/26/2015	\$1500	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.
After School Tutoring	After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$25000	School leader, instructional coach, instructional staff.
Purchase Progress Monitoring Tools	The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Scantron, to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$60000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for purchasing the tools needed for the RtI program.

## Accreditation Report

Cesar Chavez Academy

Close and Critical Reading and Writing Strategies	Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$4000	School leaders and instructional coaches are responsible for the implementation of the strategy
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase SWIS System	The district will purchase access to the SWIS (School Wide Information System) program, in order to collect and disaggregate student behavior data.	Materials	Tier 1	Implement	07/01/2014	06/30/2015	\$2000	School leaders, support staff
Curriculum Crafter	The district will purchase Curriculum Crafter as a resource to ensure curricular alignment and assist with DI.	Other	Tier 1	Implement	07/01/2014	06/30/2015	\$2000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for making sure that the curriculum is aligned to standards and that resources are provided to teachers and staff.

**Accreditation Report**

Cesar Chavez Academy

Data Analysis	District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will utilize a data warehouse to aid in the analysis of student achievement data.	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for data analysis.
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**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Crafter	Teachers will be provided with curriculum resources such as Curriculum Crafter to support the implementation of the Common Core State Standards (CCSS).	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$3000	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for purchasing this resource.

**Title III**

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

Cesar Chavez Academy

Utilize ESL Teachers / Support Staff	ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$70000	School leader, instructional coach, teachers
Professional development / PLC	The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating the professional learning communities and PD.
Online ESL progress monitoring tool	The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)	Technology	Tier 2	Implement	09/02/2014	06/12/2015	\$4500	The district administrative team is responsible for implementing this activity.
ESL curriculum for ESL elective classes	The middle school and high school will implement an ESL curriculum to support the ESL elective classes.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy.

# Accreditation Report

Cesar Chavez Academy

Monitor the Implementation of SIOP components	Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$30000	The district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis.
Professional development / PLC	Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$10000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring this strategy.
After School Tutoring	After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$25000	School leader, instructional coach, instructional staff.
Summer School Program	ELL learners will be provided the opportunity to be involved in instruction that addresses 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.	Other	Tier 2	Implement	06/16/2014	08/29/2014	\$42000	School leaders, instructional coach, instructional staff.

# Accreditation Report

Cesar Chavez Academy

Parental Involvement Activities and Resources	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 2	Implement	09/02/2014	06/12/2015	\$8000	School leader, instructional coach, consultant, and teachers.
Consultant to present ELL strategies	A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$15000	School leader, instructional leader, teachers and instructional coach.
Monitor Strategy	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data.	Monitor	Tier 1	Monitor	08/18/2014	06/19/2015	\$1000	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the strategy.
Professional development / PLC	Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).	Professional Learning	Tier 2	Implement	09/02/2014	06/19/2015	\$7000	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy.

## Accreditation Report

Cesar Chavez Academy

Professional Development	Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$15000	District administrative team School leaders, district coaches, instructional coaches.
Professional Development	Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.
Recruit and Retain Bilingual / ESL Certified staff	District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.	Other	Tier 1	Implement	08/01/2014	06/30/2015	\$10000	District administrative team
Data Analysis	District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$35000	District coach, instructional coaches. and schools leaders are responsible for analyzing data.

## Special Education

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

Cesar Chavez Academy

Strengthen Inclusion Strategies	Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$300000	School leader, instructional coach, teacher, special education team
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## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development / PLC	The district administrative team and teachers will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference and SIOP training.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating the professional learning communities and PD.

**Accreditation Report**

Cesar Chavez Academy

Monitor Strategy	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis using a common walk through tool. District coach, instructional coaches. and schools leaders will analyze data monthly to determine the effectiveness of the strategy	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Daily walk-through / In-class support	Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district administrative team
Professional development / PLC	Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, Using Data to Improve Student Engagement, Data Driven Instruction).	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.



# Accreditation Report

Cesar Chavez Academy

Purchase resources to support Rtl / DI	Teachers will be provided with materials and supplies to support SIOP, Rtl, DI and other best practices. For example, visual aides graphic organizers, grade leveled books, maps and social studies manipulative (For example: videos and writing journals) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing resources that support best practices.
Professional development / PLC	The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team.
Serve as a resource for teachers	The Instructional Coaches, District ELL Coach and Curriculum Director will help teachers improve quality of their instruction, by modeling lessons and providing resources that support the combination of both content and literacy strategies to maximize student growth.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district administrative team.

# Accreditation Report

Cesar Chavez Academy

<p>Monitor the Implementation of SIOP components</p>	<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.</p>	<p>Other</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.</p>
<p>Professional development / PLC</p>	<p>Teachers will be provided with ongoing professional development on strategies for implementing DI (For example, Marzano's high yield instructional strategies).</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/18/2014</p>	<p>06/19/2015</p>	<p>\$20000</p>	<p>The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.</p>

**Accreditation Report**

Cesar Chavez Academy

Develop a strategic plan	The district will develop a strategic plan to work with outside agencies that have developed programs to enhance students knowledge of science. For example, AWIM, STEM and MSU gaming program. The district will also utilize programs offered by Saginaw Valley State University.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$8000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these programs.
Curriculum Alignment	Staff will tightly align the curriculum to the Science standards that are recommended by Saginaw Valley State University (either science GLCEs or Next Generation Science Standards).	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for the monitoring the alignment.

**Accreditation Report**

Cesar Chavez Academy

Professional development / PLC	The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- Hands on Math and Science and Inquiry based science.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the implementation of the EMP.
Monitor Strategy	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies using common walk through tools.	Monitor	Tier 1	Monitor	09/02/2014	06/19/2015	\$240000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.
Off campus learning	Administration and teachers will plan off campus learning activities for students aimed at deepening scientific understanding and developing inquiry skills.	Other	Tier 1	Implement	09/02/2014	06/19/2015	\$3255	The school leaders and instructional coaches are responsible for this activity.

**Accreditation Report**

Cesar Chavez Academy

Professional development / PLC	Teachers will be provided with ongoing professional development on strategies for implementing DI hands on activities for Science.	Professional Learning	Tier 1	Implement	09/02/2014	06/19/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Purchase additional resources	Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: Science kits, science software programs and graphing calculators) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/19/2015	\$25000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) is responsible for the purchase of resources needed to support DI.

# Accreditation Report

Cesar Chavez Academy

Revise schedule	School administrators will increase the number of hours allocated to science instruction. The MS will add an additional science elective and the ES will increase the instructional time from 30 minutes to 60 minutes daily.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will ensure the implementation of the strategy.
Daily walk-through / In-class support	Instructional coaches, District ELL coach and Curriculum Director will conduct daily walk through to provide teachers with non-evaluative feedback.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$0	The district administrative team.
Data Analysis	Instructional coaches, District ELL coach and Curriculum Director will analyze building level data by grade and content to assist in planning instruction.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team.
Professional Development	The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the district's Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team is responsible for this activity.
Monitor Strategy	The district coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. Administration will purchase a data warehouse application in order to monitor the implementation, gather data for professional development and track progress of students.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$30000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis.

# Accreditation Report

Cesar Chavez Academy

Professional development / PLC	Teachers and district administrative teams will be provided with ongoing professional development on the SIOB components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$10000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring this strategy.
Purchase additional resources	Teachers will be provided with materials and supplies to support the best practices. For example, visual aides graphic organizers, grade leveled books, math and science manipulative (For example: legos , science kits and writing journals) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	The school leader is responsible for the purchase of additional materials.
After School Tutoring	After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$90000	School leader, instructional coach, instructional staff.
Summer School Program	ELL learners will be provided the opportunity to be involved in instruction that addresses 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.	Other	Tier 2	Implement	06/16/2014	08/29/2014	\$44500	School leaders, instructional coach, instructional staff.
Consultant to present ELL strategies	A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies (including language and literacy skills) and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$15000	School leader, instructional leader, teachers and instructional coach.

## Accreditation Report

Cesar Chavez Academy

Parental Involvement Activities and Resources	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 2	Implement	09/02/2014	06/12/2015	\$36940	School leader, instructional coach, consultant, and teachers.
Recruit and Retain Bilingual / ESL Certified staff	District administrative team will establish guidelines, criteria and an application process for tuition reimbursement.	Other	Tier 1	Implement	08/01/2014	06/30/2015	\$10000	District administrative team
Utilize ESL Teachers / Support Staff	ESL teachers and applicable support staff will use research based strategies and appropriate instructional materials to promote mastery and provide interventions to ELL students.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$70000	School leader, instructional coach, teachers
Curriculum Crafter	Teachers will be provided with curriculum resources such as Curriculum Crafter to support the implementation of the Common Core State Standards (CCSS).	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$3000	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for purchasing this resource.
Data Analysis	District coach, instructional coaches and school leaders will analyze data from progress monitoring tools and screeners to determine the effectiveness of the curriculum. This will include utilizing a data warehouse.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$120000	District coach, instructional coaches and school leaders are responsible for analyzing data.



# Accreditation Report

Cesar Chavez Academy

Professional development / PLC	The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the Educational Management Plan. For example- MDE conference, SIOP training and Common Core State Standard implementation and Marzano's strategies.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$44750	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshops.
Close and Critical Reading and Writing Strategies	Staff throughout the district will incorporate the close and critical reading and writing strategies aligned to the CCSS (Common Core State Standards).	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$4000	School leaders and instructional coaches are responsible for the implementation of the strategy
Data Analysis	The district administrative team will analyze data from the progress monitoring tools and screeners on a quarterly basis in order to determine the educational needs of students and subgroups.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$28650	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for reviewing data quarterly.

# Accreditation Report

Cesar Chavez Academy

Monitor Strategies	The district's administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of these strategies on a daily basis.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$120000	District administrative team
Professional Development	Teachers will be provided with ongoing professional development on strategies for implementing DI in Reading comprehension and informational text, incorporating reading stations and labs. In addition, training will be provided utilizing Marzano's high yield instructional strategies, Fogarty and Associates techniques for DI, Writing in the Common Core, Phonemic Awareness, and Implementing the CCSS.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$35000	District administrative team School leaders, district coaches, instructional coaches.
Purchase additional resources	Teachers will be provided with materials and supplies to support the best practices. For example, visual aids graphic organizers, grade leveled books, books on tape, head phones, Kindles and writing journals and materials for writers workshop, idiom of the day cards, interactive smart board games, CCSS flip charts to enhance instruction in reading and writing, online resources and applications.	Supplemental Materials	Tier 1	Implement	09/02/2014	06/12/2015	\$18000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.
Strengthen Inclusion Strategies	Inclusion will be monitored and encouraged in the daily operations of educating the students and training the teachers.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$305000	School leader, instructional coach, teacher, special education team
District SIP Meeting	The district will host a planning meeting to review student achievement data, credits and curriculum resources.	Professional Learning	Tier 1	Implement	07/01/2014	06/19/2015	\$200	The district administrative team

## Accreditation Report

Cesar Chavez Academy

Hire additional Academic Support staff	The district will hire or retain additional staff (Title I teachers, Math and Reading specialists, academic support staff) and ELL certified lead teachers to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual needs of each student. The students progress will be monitored through the RtI process.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$1730324	School leaders are responsible for hiring staff.
Design Summer School Program	Summer school will be designed from the interpretation of various sources of data.	Other	Tier 2	Implement	06/29/2015	07/31/2015	\$177500	School leader, instructional coaches and teachers.
Daily walk-through	Instructional coaches, District ELL coaches and Curriculum Director will conduct daily walk through to provide teachers with formal and informal feedback. Walkthroughs will utilize a common tool in order to provide consistent and timely feedback, allowing for the results to be analyzed and reported.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$11000	The district administrative team
Data Analysis	Analyze student achievement data to drive instruction, make recommendations for school improvement goals and professional development.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team
Professional Development	Instructional coaches, District ELL coaches and Curriculum Director will ensure staff engages in effective sustained professional learning experiences by using data and working collaboratively with the district administrative team to support the Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The district administrative team

**Accreditation Report**

Cesar Chavez Academy

Purchase additional resources	Materials and supplies pertaining to the core subject areas will be purchased to support the parent workshops.	Parent Involvement	Tier 1	Implement	09/02/2014	06/26/2015	\$1500	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.
Hire or retain additional support staff	The district will hire or retain additional support staff (Title I teachers, Math and Reading specialist, Data/Rtl Coach) to increase student achievement among the cadre of students placed in tiers II and III. Based on student achievement data, the interventionist(s) will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students' progress will be monitored in the Rtl process.	Other	Tier 2	Implement	08/18/2014	06/26/2015	\$150000	The districts administrative team (school leaders, Cesar Chavez Academy instructional coaches, ELL coach, district curriculum and RVP) are responsible for hiring staff to support the Rtl program.

**Accreditation Report**

Cesar Chavez Academy

<p>Monitor the RtI Process</p>	<p>The district administrative team will monitor the RtI process across the district. All teams are expected to use at least 6-8 data points aligned the the Common Core State Standards to determine the growth of students. Data points include Scantron, Accelerated Reader, Study Island, Exam view Pre and Post test, Read 180- Tier III and ELL, ACT/MME Pre and Post test, DIBELS K-3 and Phonics screeners.</p>	<p>Monitor</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/02/2014</p>	<p>06/12/2015</p>	<p>\$0</p>	<p>The districts administrative team(school leaders, instructional coaches, district curriculum director and RVP), in collaboration with Data/RtI coaches, are responsible for monitoring the RtI program.</p>
<p>Professional development / PLC for RtI</p>	<p>All staff will receive training on how to develop tiered lessons for students in tiers II and III. All staff will receive training on how to use tools and programs to support students in tiers II and III. For example, utilizing iPads, Kindles, USA learn port in reading centers, and integrating technology into the classroom.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>08/18/2014</p>	<p>06/19/2015</p>	<p>\$9000</p>	<p>The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.</p>

# Accreditation Report

Cesar Chavez Academy

Purchase Progress Monitoring Tools	The district administrative team will purchase progress monitoring tools such as Read 180, Study Island, Scantron, to monitor student growth and acquisition of the CCSS in order to meet the needs of all students, particularly those performing below grade level.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$60000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for purchasing the tools needed for the Rtl program.
Data Analysis	District coach, instructional coaches, ELL coach and schools leaders will analyze student assessment data to determine the effectiveness of the strategy.	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$275000	District coach, instructional coaches. and schools leaders are responsible for analyzing data.
Monitor the Implementation of SIOP components	Using the SIOP walkthrough tools, the district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis, and provide immediate and actionable feedback to teachers and staff.	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$30000	The district's administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) will monitor the implementation of this strategy on a daily basis.

# Accreditation Report

Cesar Chavez Academy

Online ESL progress monitoring tool	The district will purchase a progress monitoring tool specifically for the level 1 and 2 students as determined by the W-APT screener and spring WIDA results for tracking success of interventions (Woodcock-Munoz progress monitoring)	Technology	Tier 2	Implement	09/02/2014	06/12/2015	\$4500	The district administrative team is responsible for implementing this activity.
Professional development / PLC	Teachers and district administrative teams will be provided with ongoing professional development on the SIOP components (e.g. MABE conference - Michigan Association for Bilingual Education and onsite professional development).	Professional Learning	Tier 2	Implement	09/02/2014	06/19/2015	\$18200	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy.
Curriculum Crafter	The district will purchase Curriculum Crafter as a resource to ensure curricular alignment and assist with DI.	Other	Tier 1	Implement	07/01/2014	06/30/2015	\$2000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for making sure that the curriculum is aligned to standards and that resources are provided to teachers and staff.

# Accreditation Report

Cesar Chavez Academy

Data Analysis	The district administrative team will review data from the progress monitoring tools: Study Island, Scantron, Fast math, and the ACT Plan and Explore test.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$240000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring student performance data.
Professional Development	The district administrative team will participate in ongoing professional development to support the alignment of the curriculum, instruction and assessment outlined in the curriculum management plan. For example, MDE conference, SIOP training, DI (Differentiated Instruction), formative assessment and aligning content to the CCSS professional development.	Professional Learning	Tier 1	Implement	09/02/2013	06/13/2014	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.



**Accreditation Report**

Cesar Chavez Academy

Data Analysis	District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will purchase a license for a data warehouse in order to monitor and track student performance.	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$0	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for analyzing data.
Monitor Strategy	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of this strategy on a daily basis. The district will purchase a common tool to gather data.	Monitor	Tier 1	Monitor	08/18/2014	06/19/2015	\$1000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for monitoring the strategy.

# Accreditation Report

Cesar Chavez Academy

Professional Development	Teachers will be provided with ongoing professional development on strategies for implementing DI ( For example, Marzano's high yield instructional strategies, formative assessment).	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$6000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP)and teachers are responsible for monitoring and implementing this strategy.
Purchase resources to support RtI / DI	Teachers will be provided with materials and supplies to support the best practices identified to increase student achievement. For example, visual aides graphic organizers, grade leveled books, math and science manipulatives (e.g. legos and writing journals), and progress monitoring applications (e.g. Moby Math) that support the best practices and enhance instruction.	Other	Tier 1	Implement	09/02/2014	06/12/2015	\$14000	The school leaders and instructional coaches are responsible for purchasing additional materials.
Data Analysis	Instructional coaches, District ELL coaches and Curriculum Director will analyze building level data by grade and content to assist in planning instruction	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$5000	The district administrative team
Professional Development	The Instructional Coaches, District ELL Coach and Curriculum Director will ensure that staff engages in effective, sustained professional learning experiences by working collaboratively with school leaders on the districts Educational Management Plan.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	The district administrative team
Memberships and Conferences	Lead teachers and district administrative team will maintain membership with professional organizations.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School leader and instructional coaches

**Accreditation Report**

Cesar Chavez Academy

Professional Development	Interventionists / Title I teachers will be provided with ongoing training in using the progress monitoring tools and intervention strategies in reading and math. Additional staff (Title I teachers, Math and Reading specialist) will be hired in each building to support the RtI process.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Progress Monitoring Tools	The district administrative team will purchase progress monitoring tools such as Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.	Other	Tier 1	Monitor	09/02/2014	06/12/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing progress monitoring tools.

# Accreditation Report

Cesar Chavez Academy

Professional Development	The district administrative team will provide professional development for the progress monitoring tools K-12. For example, Read 180, DIBELS, Study Island, Scantron , Fast math, AIMS web, Read naturally and Phonics First.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching and purchasing the progress monitoring tools and screeners.
Hire or retain additional support staff	The district will hire or retain additional staff (Title I teachers, Math specialists) to increase student achievement among the cadre of students placed in tiers II and III and during extended learning opportunities. Based on student achievement data, the interventionists will work exclusively with small groups to differentiate instruction to meet the individual need of each student. The students progress will be monitored in the Rtl process.	Other	Tier 2	Implement	08/18/2014	06/19/2015	\$730824	School leaders are responsible for hiring staff.
Planning Meeting	District leadership staff and representatives from building-level School Improvement Teams will attend a Summer Learning / Extended Day planning meeting to review student rosters, student achievement data, curriculum and resources.	Other	Tier 2	Implement	08/01/2014	06/19/2015	\$0	District curriculum director and instructional coaches

**Accreditation Report**

Cesar Chavez Academy

Data Analysis	District coach, instructional coaches and schools leaders will analyze data monthly to determine the effectiveness of the strategy. The district will utilize a data warehouse to aid in the analysis of student achievement data.	Other	Tier 1	Monitor	07/01/2014	06/30/2015	\$5000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for data analysis.
Monitor Strategy	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) will monitor the implementation of these strategies on a daily basis. The district will utilize a common tool in order to gather data.	Monitor	Tier 1	Monitor	09/02/2014	06/12/2015	\$10000	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for monitoring the implementation of SIOP.

**Accreditation Report**

Cesar Chavez Academy

Professional Development	Teachers and district administrative teams will be provided with ongoing professional development on the SIOB components( For example, MABE conference - Michigan Association for Bilingual Education and onsite professional development).	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshop.
Increase Bandwidth	Increase bandwidth in every building to increase wireless capacity.	Technology	Tier 1	Implement	07/01/2014	06/30/2015	\$5000	The school leaders are responsible for working with the tech team to increase the bandwidth.
Professional Development	Teachers will be provided with ongoing professional development on the technology resources purchased in the district.	Professional Learning	Tier 1	Implement	08/18/2014	06/19/2015	\$20000	The districts administrative team(school leaders, instructional coaches, ELL coach, district curriculum and RVP) are responsible for facilitating professional development workshops

# Accreditation Report

Cesar Chavez Academy

Purchase additional resources to support RtI / DI	The district will purchase computer software to support technology resources. For example, curriculum crafter to support DI, Solo 6 and Study Island to support low level readers and Fast Math to support basic skills needed in math.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$87500	The districts administrative team (school leaders, instructional coaches, ELL coach, district curriculum director and RVP) are responsible for researching, recommending and the purchase of additional resource materials.
Research and Purchase	Administration will research and purchase work stations, computers, software and online applications.	Technology	Tier 1	Getting Ready	07/01/2014	06/30/2015	\$30000	School leaders are responsible for coordinating all efforts to implement the computer labs.
Utilize Instructional Coaches	The district will utilize the instructional coach in each building in order to provide academic support, resources, and professional feedback to teachers in order to improve teaching and learning in each classroom.	Other	Tier 1	Implement	07/01/2014	06/30/2015	\$340000	School leader, district curriculum director
Staff to Support Secure Learning Environment	CCA will hire and retain staff who will promote a safe and secure learning environment	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$135000	School leaders
Anti-bullying	CCA will provide an age-appropriate, evidence-based violence prevention and education program for students, which addresses the legal, personal and social consequences of violence and disruptive behaviors, including bullying and harassment. This includes activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.	Behavioral Support Program	Tier 1	Implement	08/18/2014	06/19/2015	\$75000	School leader

## Accreditation Report

Cesar Chavez Academy

PBIS Professional Development	Professional development provided to staff to ensure full implementation of the program to promote an atmosphere of respect, safety, and responsibility. Additionally, the PBIS team will provide frequent presentations on the PBIS program and discussions on the effectiveness of the program will be conducted throughout the year	Professional Learning	Tier 1	Implement	09/02/2014	06/19/2015	\$2500	School leaders, instructional coaches, PBIS teams, teachers, and support staff
PBIS Meetings	PBIS teams will meet monthly in order to discuss student behavior data, plan PBIS activities, and discuss practices, procedures and implementation of the program. Results and details will be communicated to all stakeholders.	Teacher Collaboration	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School leaders, instructional coaches, PBIS teams
Purchase SWIS System	The district will purchase access to the SWIS (School Wide Information System) program, in order to collect and disaggregate student behavior data.	Materials	Tier 1	Implement	07/01/2014	06/30/2015	\$2000	School leaders, support staff

### Cesar Chavez Middle School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL curriculum for ESL elective classes	The middle school and high school will implement an ESL curriculum to support the ESL elective classes.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy.

### Cesar Chavez High School

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

Cesar Chavez Academy

ESL curriculum for ESL elective classes	The middle school and high school will implement an ESL curriculum to support the ESL elective classes.	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$5000	The middle and high school administrative team, curriculum director and ELL coach are responsible for monitoring the implementation of the strategy.
Professional Development/Implementation of the Integrated Math strategy	All secondary math teachers will be provided with ongoing professional development to incorporate the integrated math approach aligned to the CCSS (Common Core State Standards).	Professional Learning	Tier 1	Implement	08/18/2014	06/12/2015	\$5000	The High School's administrative team (school leader, instructional coach, ELL coach, district curriculum director and RVP) are responsible for facilitating professional development workshop.
Credit Recovery	Students will receive additional support and opportunities to make up credit for classes required for graduation through the Odyssey Ware credit recovery program.	Other	Tier 2	Implement	09/02/2014	06/12/2015	\$20000	Title I staff General education staff Instructional coach