



# **Accreditation Report**

**Cesar Chavez Academy Elementary East**

**Cesar Chavez Academy**

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

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# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

CCA East is in the heart of Detroit's eastside where many impoverished students dwell in rental properties, with extended family members, shelters and frequently change addresses within the neighboring zip codes. 2014-15 is our second school year which has proven to be quite fruitful in terms of enrollment with an increase of 50 students and the hiring of a parent liaison who is assisting with building partnerships in the community. Our small staff of 15 reside through out the Detroit Metropolitan on the west and side of Detroit, Southfield, Dearborn, Taylor and Hamtramck etc. The instructional and ancillary staff, both alike, cater to the whole child and daily discuss and address the concerns of our population where a large percentage of them are being raised in single parent homes or with maternal grandparents. We have found that more challenges exist at this time within the realm of educating our students. The character education is just as fundamental with our children while we try to eliminate the "learned helplessness" and lack of motivation that is prevalent with our families and children. There is a huge disparity between the 'have' and the 'have nots' as we can look out our classroom windows and witness the plight and destruction within a once thriving community that is a block away from the prominent and prestigious Indian Village where the children attend the historic Waldorf private school. As the administration team along with the staff has shared the deplorable conditions with colleagues, family members and organizations, the outpour of donations have been enormous to address the above mentioned obstacles.

## **School's Purpose**

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

The mission of César Chávez Academy is to provide atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respect in an inclusive environment. Our vision at César Chavez Academy is for all our students to be college and career ready so they are positive and productive members in a global society. We strive to "Ignite.Excite.Educate.Excel". As we create a positive reputation in the community, we communicate with the stakeholders that we possess a high level of performance and respect from everyone, including staff, students, parents, community, etc. Through the school improvement process, we selected PBIS, RTI, Marzano's research and other research based programs and best practices to move our students along with increasing and establishing behavioral expectations, celebrating successes, scheduling protecting learning time for interventions and designing a sequence of instruction to narrow gaps in learning and teaching.



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

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

As we are nearing the conclusion of the second year, we can look back on the first year and highlight the improvement in our students' attitudes toward learning, parents communication increasing about the needs of their children and the significant growth in the skillset of the staff. We have gone from initial shock (due to the issues surrounding poverty) to embracing each moment and plan to adjust our operations to tend to the needs of children, who are our first priority! In the next three years, we are planning, rescheduling, evaluating and monitoring many programs to increase student academic and behavioral progress. This is our biggest focus and with that we would like enrollment to increase and keep a close pulse on the readiness level of students so we can strategically plan for immediate services (support and instructional).

## **Additional Information**

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

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

# 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.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 1.1       | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The school'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 school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response  | Evidence   | Rating  |
|-----------|--|---|--|---------|
| 1.2       | The school's leadership and staff 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. School leadership and staff share high expectations for professional practice. | <ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Daily School announcements</li> </ul> | Level 3 |

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| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 1.3       | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | School leaders 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. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school'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. School leaders hold all school 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 instruction is available and communicated to stakeholders. | <ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</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 External Review team members may be interested in reviewing.**

All members of CCA East's staff (both support and instructional plus administration) believe in the mission and vision of our school and remain consistently demonstrative in their actions. During weekly meetings, announcements and communications, the mission and vision is discussed through the encouragement of PBIS, test taking skills, fun facts, and praises to motivate determination and perseverance in the students. Shared values are discussed within grade level meetings, RTI meetings, parent meetings, daily conferences and bi weekly mentoring. Increasing student achievement is a constant focus in lesson planning, daily instructional walkthroughs, alignment of mapping and pacing guides, grade book reviews and peer observations. Also, parents have been surveyed through various documents to decipher their areas of contentment and areas they feel we need to improve in. From the commencement of employment (during the interview process), the leadership team explicitly states that "We Do What Is Best for Children!, Not Adults" and to be a part of our school, this must be at the forefront of all decision making, when focusing on our mission and vision.

While reviewing section 1.3, the examination of the phrase "stakeholder groups" caused us, as a team, to acknowledge that the parent and community piece is weak and it has been an obstacle to receive their input outside of surveys. The communication is often limited and one way and occurs when parents have complaints. As we plant our feet in the second year in Detroit's eastside community, we strive to improve our stakeholder (parent and community) relationships and contribution to the evaluation of our mission and vision and our effectiveness in upholding them. Very recently, we have employed a parent liaison to increase the line of reciprocal two way communication. We are planning to host monthly meetings to inform parents of the strategies, activities, goals in our school improvement plan and how it impacts the growth of students. The liaison will equip the families in the community with more resources to help academic progress in the home.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.67

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management. | <ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> </ul> | Level 2 |

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations. | <ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> </ul> | Level 2 |

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 2.3       | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership. | <ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> </ul> | Level 4 |

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| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 2.4       | Leadership and staff foster a culture consistent with the school's purpose and direction. | Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders 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 collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul> | Level 3 |

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 2.5       | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school. | <ul style="list-style-type: none"> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul> | Level 2 |

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 2.6       | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | The focus of the criteria and processes of supervision and evaluation is improving professional practice 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 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>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</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 External Review team members may be interested in reviewing.**

Our governing body (TLG, SVSU and the board members) provides in depth and continual insight and oversight to the school leaders and coaches through various avenues of communication. Rotating monthly meetings at all five campuses provide communication on the expectations of the board and leaders share reports that indicate areas of weaknesses and strengths in academics. The highlight of being in the district is the autonomy that is encouraged and promoted among the leadership team. Both the instructional coach and school leader are instructional mentors to the staff and lead with the awareness of what actions must be in place and executed to elevate scores and mastery. High expectations are highlighted and documented in meetings that discuss need of improvement/instruction from leadership and feedback and follow up are given regularly to ensure the expectations are followed.

As stated in the previous section, there is much needed improvement in the area to give stakeholders leadership roles and work collaboratively with parents in all initiatives and school improvement planning. Shared decision making is strong within the nucleus of staff and administration regularly but is stagnant in parental involvement.



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### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 3.1       | The school'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 provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | <ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 3.2       | Curriculum, instruction, and assessment 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, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | <ul style="list-style-type: none"> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul> | Level 3 |

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| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers sometimes 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 groups of students when necessary. Teachers sometimes 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>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> </ul> | Level 2 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 3.4       | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school'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>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul> | Level 3 |

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| Indicator | Statement or Question   | Response  | Evidence  | Rating  |
|-----------|---|---|---|---------|
| 3.5       | Teachers participate in collaborative learning communities to improve instruction and student learning. | Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities. | <ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul> | Level 2 |

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 3.6       | Teachers implement the school's instructional process in support of student learning. | Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with 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> </ul> | Level 2 |

| Indicator | Statement or Question  | Response  | Evidence  | Rating  |
|-----------|--|---|---|---------|
| 3.7       | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel. | <ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> </ul> | Level 2 |

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 3.8       | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in their children's education are available. School personnel provide information about children's learning. | <ul style="list-style-type: none"> <li>•Survey results</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> </ul> | Level 2 |

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| Indicator | Statement or Question   | Response   | Evidence   | Rating  |
|-----------|---|--|--|---------|
| 3.9       | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain 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>•List of students matched to adult advocate</li><li>•Master schedule with time for formal adult advocate structure</li></ul> | Level 3 |

| 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. | Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | <ul style="list-style-type: none"><li>•Evaluation process for grading and reporting practices</li><li>•Sample report cards for each grade level and for all courses</li><li>•Sample communications to stakeholders about grading and reporting</li><li>•Policies, processes, and procedures on grading and reporting</li></ul> | Level 3 |

| 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 continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Brief explanation of alignment between professional learning and identified needs</li></ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 3.12      | The school provides and coordinates learning support services to meet the unique learning needs of students. | 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). 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>•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 External Review team members may be interested in reviewing.**

CCA East is a data rich, research and evidence based learning environment that is dedicated to providing a rigorous and equitable education compared to their counterparts in the Detroit suburbs. As a team, we are made aware daily of the struggles of our population but yet we still set the bar high for our students and achieve those goals. This is evident in the meetings that are held bi weekly and monthly, such RTI, Grade level and PBIS meetings when students growth measures are discussed and what assessments are being used to mimic/mirror the state wide assessments along with Scantron and to examine instruction (best practices as well). There is heavy/intense mentoring from the leadership team when completing walkthroughs (engagement, participation, closing activity, cross curricular materials in all subjects, use of school improvement strategies), gradebook review (weighting of assessments, number of entries, alignment with pacing and mapping guides, formative versus summative, percentage of students mastery on skills and standards) and grade level meetings (1 teacher per grade) where their progress is monitored and the quality of teaching is being measured with feedback. As a result of this data collection, teachers and support staff are sent to professional learning opportunities paid from Title 1, Title 2a and general budget. These topics include but not limited to: Interventions for Struggling Readers, Preparation for M-Step, Culturally Responsive Instruction, PBIS and Dealing with the Disruptive Students, Project Based Learning, etc. We also engage in book studies such as A Framework for Understanding Poverty by Ruby Payne, Ph.D and staff present to each other and provide applications for our campus.

Due to the size of our small staff, we congregate regularly to discuss strategies for instruction, classroom management and issues with teaching in an impoverished area, instead of separate meetings. We often voice our concerns, offer suggestions and focus dialogue on how to be a more effective educator. Therefore, that forum becomes more of a mentoring group instead of single teacher assignments for mentoring, coaching or instituting induction programs. We definitely need to establish a formal procedure and schedule for school personnel to meet regularly with a mentor for support and guidance.

### Standard 4: Resources and Support Systems

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

Overall Rating: 2.29

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 4.1       | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. | <ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</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 school. | Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. | <ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response  | Evidence   | Rating  |
|-----------|--|---|--|---------|
| 4.3       | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored. | <ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul> | Level 2 |

## Accreditation Report

Cesar Chavez Academy Elementary East

| Indicator | Statement or Question  | Response  | Evidence   | Rating  |
|-----------|--|---|--|---------|
| 4.4       | Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | <ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li><li>•Data on media and information resources available to students and staff</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li></ul> | Level 2 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 4.5       | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure. | <ul style="list-style-type: none"><li>•Policies relative to technology use</li></ul> | Level 2 |

| Indicator | Statement or Question  | Response   | Evidence   | Rating  |
|-----------|--|--|--|---------|
| 4.6       | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | <ul style="list-style-type: none"><li>•Student assessment system for identifying student needs</li><li>•Survey results</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li></ul> | Level 2 |

| Indicator | Statement or Question   | Response  | Evidence   | Rating  |
|-----------|---|---|--|---------|
| 4.7       | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | <ul style="list-style-type: none"><li>•Survey results</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul> | Level 2 |

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 External Review team members may be interested in reviewing.



## Accreditation Report

Cesar Chavez Academy Elementary East

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Embracing all staff and intentionally involving them in all professional learning communities, providing professional development session and informing them on the expectations of educating our students is paramount to administration. We have a very limited budget due to enrollment, however, we have two paraprofessionals being paid from 31a and Title 1, which assists us in increasing student achievement and maximizing instructional time. One of our top priorities are meeting all state and federal guidelines and being in compliance. There are internal controls (HR personnel) provided by TLG who communicates any issues that may impede personnel from being qualified or meeting any requirements. All personnel, instructional and support are encouraged to use technology, trade books, leveled readers, games, etc, to enhance the learning environment. In addition, site licenses such as BRAINPOP, United Streaming, ABC Mouse, StudyIsland and RAZ-Kids are also available to all staff at various grade levels to present and review information at the students' level.

### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

| Indicator | Statement or Question   | Response   | Evidence  | Rating  |
|-----------|---|--|---|---------|
| 5.1       | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The 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>•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 assessments on student learning and school performance</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. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | <ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> </ul> | Level 3 |

| Indicator | Statement or Question  | Response   | Evidence  | Rating  |
|-----------|--|--|---|---------|
| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a 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> </ul> | Level 2 |

## Accreditation Report

Cesar Chavez Academy Elementary East

| Indicator | Statement or Question  | Response  | Evidence   | Rating  |
|-----------|--|---|--|---------|
| 5.4       | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel 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>•Agendas, minutes of meetings related to analysis of data</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></ul> | Level 3 |

| Indicator | Statement or Question   | Response  | Evidence  | Rating  |
|-----------|---|---|---|---------|
| 5.5       | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. | <ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school 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 External Review team members may be interested in reviewing.**

As stated in other sections, during the interview process, utilization of data is discussed in detail and how it drives our school improvement process and is key in decision making at CCA East. Newer staff members along with the staff that were hired last year are expected to use all forms of data to drive instruction, small group intervention, lesson planning, etc. They are reminding weekly and quarterly of what assessment we use to monitor student growth or lack of. We continually look at perception, demographic and academic data to gather our comprehensive needs assessment that aids us in the evaluation process. The data gathered in the Student Performance Diagnostic is an example of how we gather, analyze and use the data to plan our budgets, make programmatic changes, hiring of staff and ensure we are upholding our vision and mission. We also have data meetings, grade book review meetings and grade level meetings that demonstrate how teachers will use their individual class data along with our local assessment to revise daily operations in the classroom.

Our area of improvement (5.3) stems from administration lacking to provide a formal system to train teachers and staff in the technical pieces of data. The instructional coach and leaders sit with the teachers monthly to show the analysis of the data but the teachers are not well-versed in all the acronyms and statistics that go into the results of various tests. Teachers were given DVDs on how to administer the DRA running records to view at home. The first year, there was a training on how to use the Scantron Data but there was no follow up. We have

## Accreditation Report

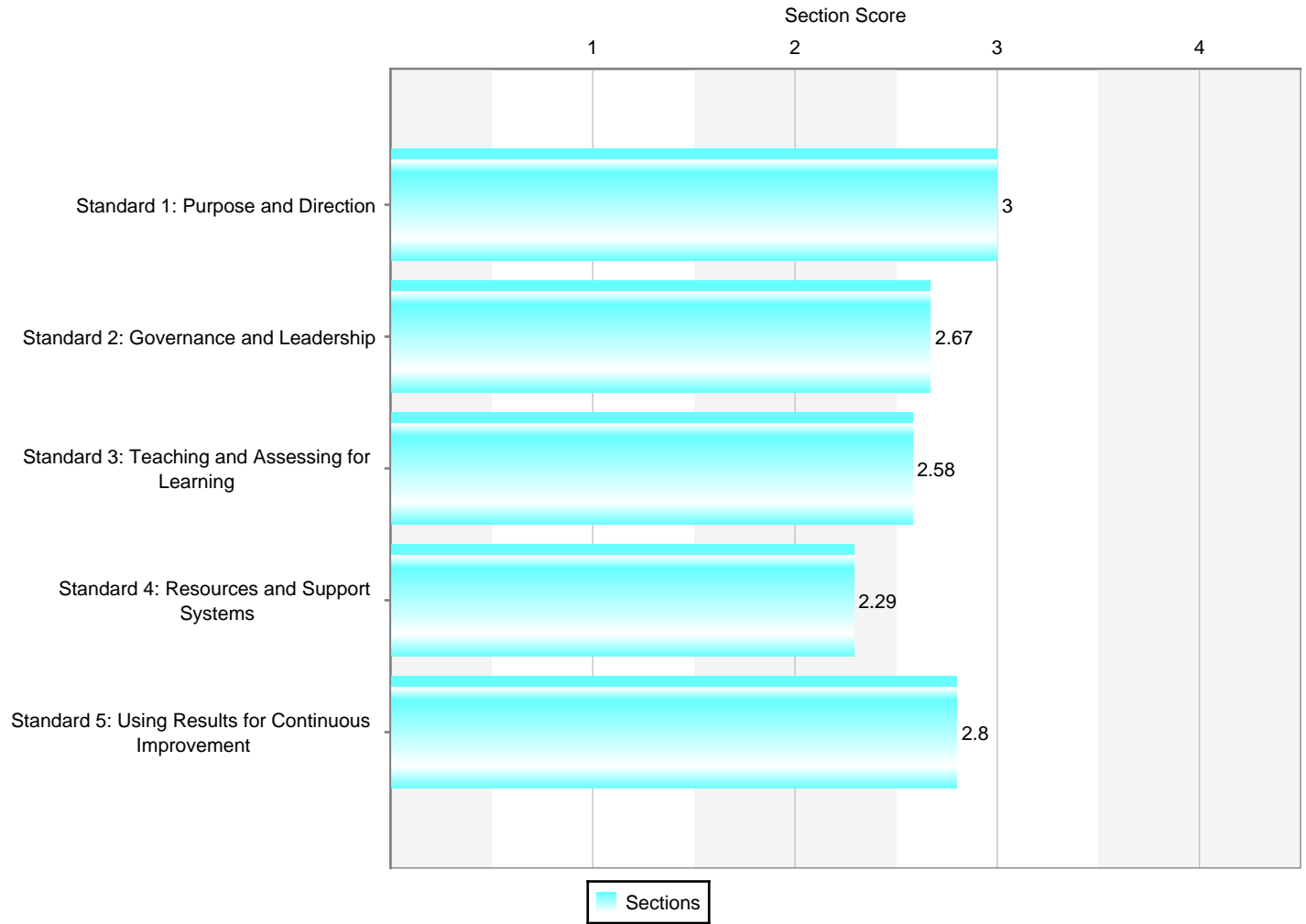
Cesar Chavez Academy Elementary East

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taken for granted how our school is small staff and we meet so frequently to answer questions and sit with them intimately that we sometimes forget the bigger picture. The administration does alot "with" the staff and technical assistance with the data instead of providing a "how to" to the staff as a whole. Much of the dialogue is one on one with the classroom teachers at this point. However, beginning in February will we begin the "Instructional Learning Cycles" to discuss all the student data as a school as it relates to Scantron and what school improvement strategies we will use to increase the scores.

## 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             |                | Parent Survey Results<br>Staff survey results<br>Stakeholder Feedback Data |



## Evaluative Criteria and Rubrics

Overall Rating: 2.5

|           | <b>Statement or Question</b> | <b>Response</b>   | <b>Rating</b> |
|-----------|------------------------------|---|---------------|
| <b>1.</b> | Questionnaire Administration | Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants. | Level 2       |

|           | <b>Statement or Question</b>              | <b>Response</b>  | <b>Rating</b> |
|-----------|---|--|---------------|
| <b>2.</b> | 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?**

Staff Survey-Questions regarding our vision/mission and leadership were relatively high compared to the other sections of the staff survey.

Parent Survey-Parents feel that their children are receiving a good education and the students feel good about going to school were the areas of high satisfaction.

Student Survey- the highest levels for students were that my teaching is caring and provides rigor and relevance in the classroom.

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

Staff Survey-Monitoring and adjusting the curriculum, instruction and assessment (72%)

Parent Survey-The teachers care about my child (76.1%)

Student Survey- Teacher loves what he/she is teaching (82%)

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

Parents often complete the parent suggestion sheets that are found in our front office and we gather any data received from those.

## **Areas in Need of Improvement**

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

Staff-Mentoring and formal and induction process.

Parent-Opportunities for involvement in the academy.

Student-Teachers giving regular feedback.

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

Staff-Effectiveness and availability of support staff.

Parent-Lunch program isn't quality.

Student- Students being treating fairly.

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

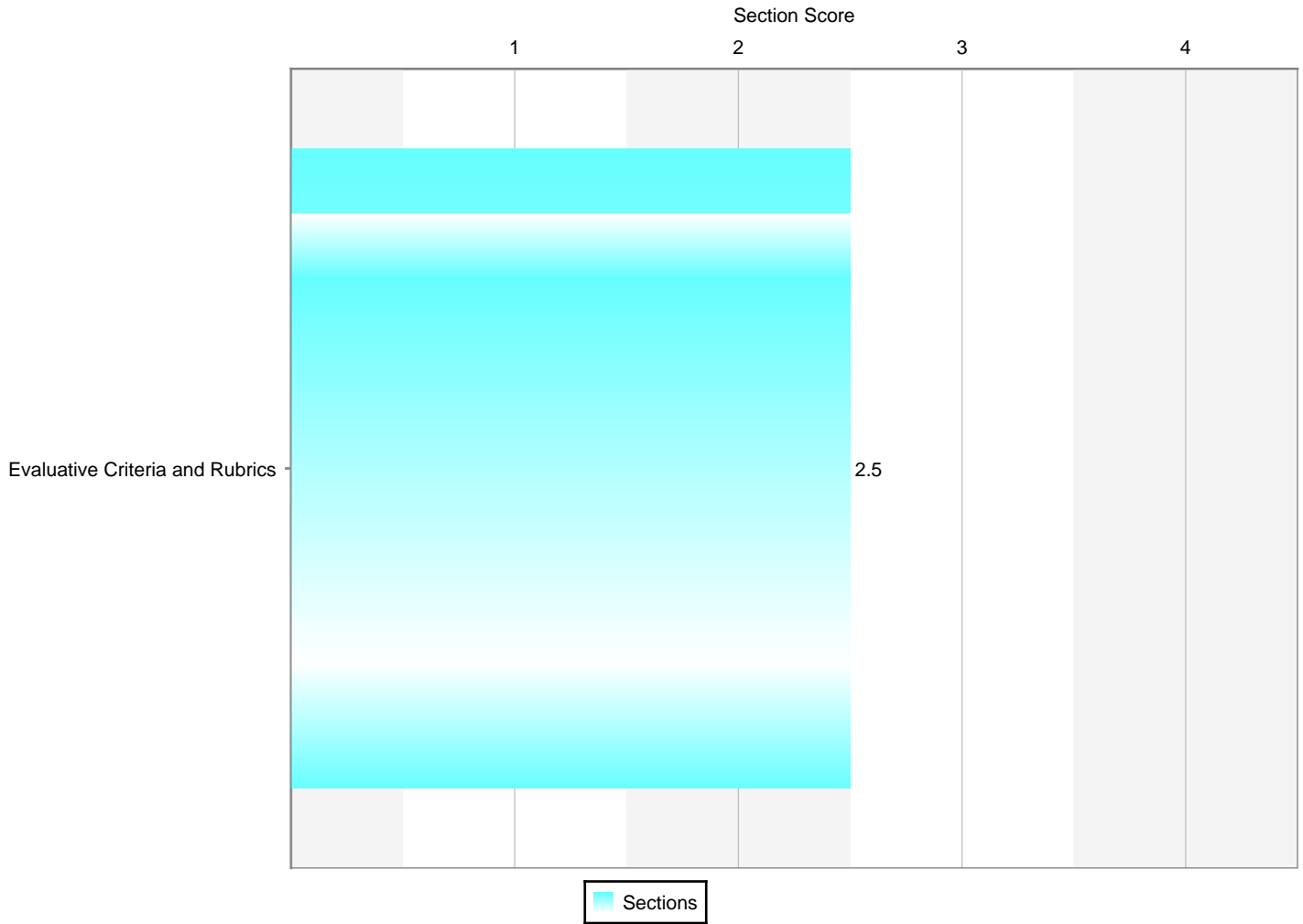
Most of these weren't new to the staff or administration team because we intentionally discuss all the highs and lows of the academy and we were aware that more parent informational meetings needed to be scheduled. In addition, parents have stated that they desire to be in the school more often. We now have a liaison who is reaching out to parents, attending meetings and gather resources for our parents, students and staff. Our food provider is under the microscope for the lack of quality and care of the food and our RVP is addressing these concerns. Teachers are expected to document...grades 2-5 on their lesson plans, the days that they are giving feedback to our students and parents.

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

Parent surveys have been sent out regarding other issues such as the lunch which is consistent with what parents have stated on surveys used here. Parents have expressed verbally other complaints that were stated on the surveys.

## 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**

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b>   |
|--------------|--|-----------------|----------------|---|
| 1.           | Did you complete the Student Performance Data document offline and upload below? | Yes             |                | Student Performance Data Scantron All Student Growth Targets Scantron Benchmark |

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

|    | 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected. | Level 4 |

|    | 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?**

None at this time are above the expected levels of performance. Our students are growing and a small percentage have met their target but aren't above YET.

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

Our Reading Scantron data (which is attached) shows a positive trajectory in various grade levels.

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

Based on individual grade level data, the reading indicate the highest level of performance.

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

No subgroup is out performing another subgroup at this time. Boys and girls seem to be scoring the same on similar skills and standards and our special education subgroup are far below their targets and expected reading and writing levels.

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

At this time, after close data analysis the gap is has still yet to be narrowed.

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

Grade book reviews are examined weekly and feedback is given to the teachers. Rarely are there are glaring discrepancies in the local assessment and the classroom assessments. These findings are parallel with the data sources mentioned above. The teachers are encouraged and expected to use Curriculum Crafter and supplemental materials (which are recorded in the grade book) to address the gaps in learning and teaching and the results from those assessments are consistent with Scantron, DRA and the writing benchmarks.

## **Areas in Need of Improvement**

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

All areas of reading and math on the assessments listed above are below the expected levels of performance.

Reading :

Below-71%

Math:

Below-78%

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

Math is showing a negative trend (report attached).

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

Reading and math are both extremely low and are below what the students' targets are and our expectations for growth.

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

No subgroup is decreasing more than another at this time.

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

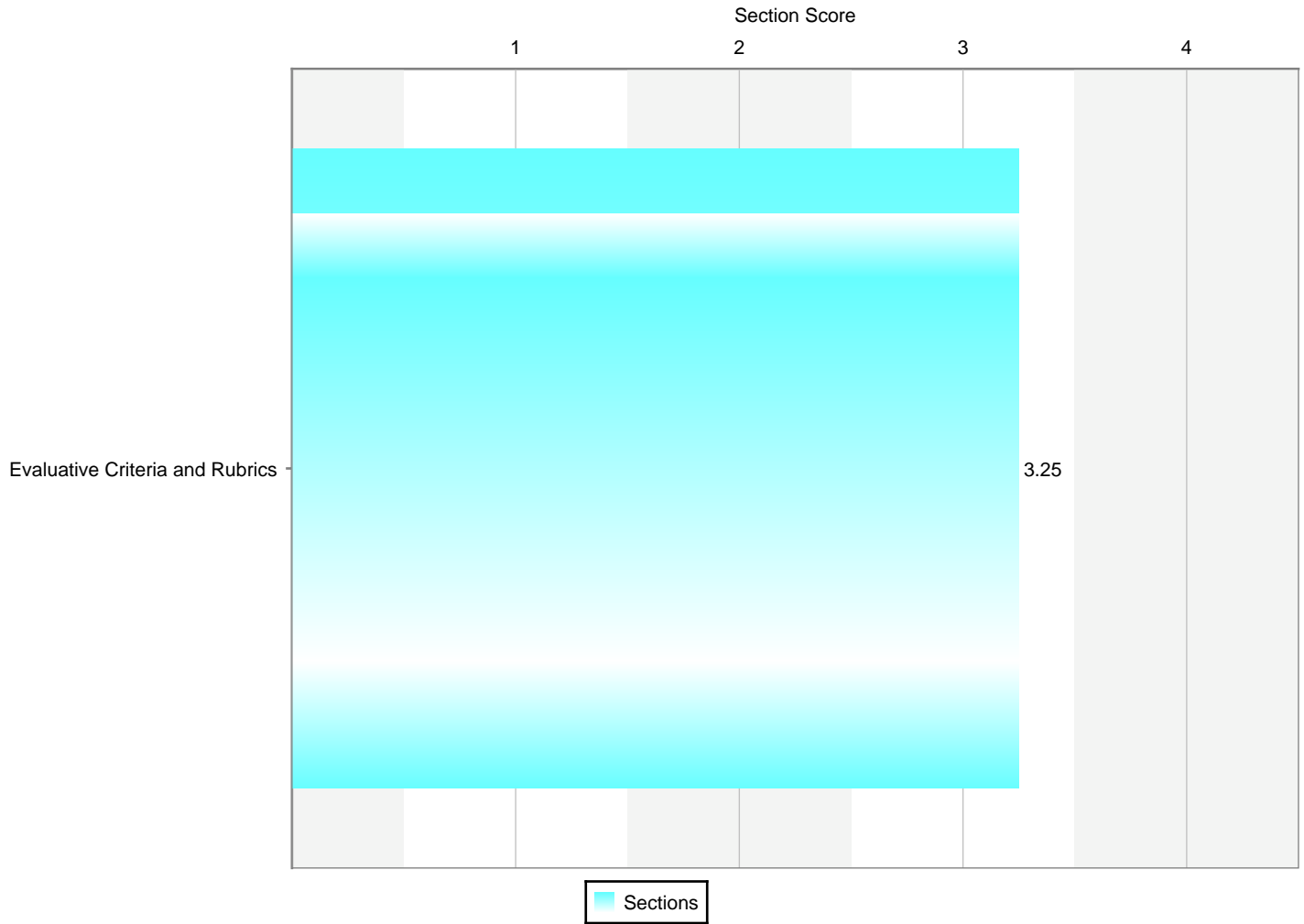
Special education students seem to remain stagnant but the data shows in some classes that they are performing is similar to their peers.

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

Grade book reviews are examined weekly and feedback is given to the teachers. Rarely are there are glaring discrepancies in the local assessment and the classroom assessments. These findings are parallel with the data sources mentioned above. The teachers are encouraged and expected to use Curriculum Crafter and supplemental materials (which are recorded in the grade book) to address the gaps in learning and teaching and the results from those assessments are consistent with Scantron, DRA and the writing benchmarks

## 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:<br>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction<br>- Mission and purpose of the institution<br>- 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<br>- Grade levels served by the institution<br>- Staffing, including administrative and other non-teaching professionals personnel<br>- Available facilities, including upkeep and maintenance<br>- Level of funding<br>- School day or school year<br>- Establishment of an additional location geographically apart from the main campus<br>- Student population that causes program or staffing modification(s)<br>- 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 K-12 staff. Staff were given the opportunity to review and make recommendations, which were then compiled by the district team. 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      |         |            |

# **Cesar Chavez Academy East's Final School Improvement Plan**

## Overview

### Plan Name

Cesar Chavez Academy East's Final School Improvement Plan

### Plan Description

School Improvement Plan



## Goals Summary

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

| # | Goal Name   | Goal Details                                     | Goal Type      | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All Students at CCA East Academy will be proficient in ELA (Reading and Writing) by 2022. 35% of students will reach proficiency on the MEAP (2014-15) Reading assessment and 39% on the MEAP (2014-15) Writing assessment. | Objectives: 1<br>Strategies: 7<br>Activities: 36 | Academic       | \$281850      |
| 2 | All Students at CCA East will adhere to the Positive Behavior Intervention Support System and fall within Tier 1.   | Objectives: 1<br>Strategies: 3<br>Activities: 11 | Organizational | \$4050        |
| 3 | All Students at CCA East Academy will be proficient in Mathematics by 2022. 22% of students will be proficient on the MEAP (2014-15) Assessment.  | Objectives: 1<br>Strategies: 6<br>Activities: 28 | Academic       | \$213350      |
| 4 | All Students at CCA East Academy will be proficient in Social Studies by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.   | Objectives: 1<br>Strategies: 4<br>Activities: 20 | Academic       | \$70500       |
| 5 | All Students at CCA East Academy will be proficient in Science by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.  | Objectives: 1<br>Strategies: 4<br>Activities: 20 | Academic       | \$80700       |

**Goal 1: All Students at CCA East Academy will be proficient in ELA (Reading and Writing) by 2022. 35% of students will reach proficiency on the MEAP (2014-15) Reading assessment and 39% on the MEAP (2014-15) Writing assessment.**

**Measurable Objective 1:**

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

**Strategy 1:**

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

Research Cited: Response To Intervention Network

Tier: Tier 1

| Activity - Continuous and Documented Progress Monitoring  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| Teachers and support staff will assess students weekly and every four to six weeks on the address of concern. The team meets to analyze the data gathered within that time frame to determine if the interventions are effective. | Direct Instruction | Tier 2 | Getting Ready | 09/01/2014 | 06/30/2015 | \$1000            | General Fund      | Instructional Coach, School Leader, Support Staff and General Education Teacher |

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

## Accreditation Report

Cesar Chavez Academy Elementary East

|  |                    |        |           |            |            |        |              |   |
|--|--------------------|--------|-----------|------------|------------|--------|--------------|---|
| D.I. will be planned to address all learners in all core subject areas to provide materials and strategies at the students' various ability levels. Students will work in groups and partners to increase mastery. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1000 | General Fund | General Education Teacher, Support Staff, Instructional Coach and School Leader |
|--|--------------------|--------|-----------|------------|------------|--------|--------------|---|

| Activity - Bi-Monthly RTI Meetings  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools). | Academic Support Program | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach |

| Activity - Reading games, manipulatives, leveled readers and various leveled materials   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Multisensory activities will be used to increase mastery and increase engagement with students in core instruction and RTI time. | Materials     | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$2500            | General Fund      | Instructional Coach, instructional staff, support staff and administration |

| Activity - Documented Referral Process  | Activity Type      | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------|--------|----------|------------|------------|-------------------|---------------------|--|
| From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings). | Policy and Process | Tier 2 | Evaluate | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | Administration, instructional coach, instructional and support staff |

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| Activity - Book Studies/Professional Learning Communities   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. | Professional Learning | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$350             | General Fund      | Instructional coach, staff and school leader |

| Activity - Use of Paraprofessionals  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and R.T.I. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$25000           | Title I Part A    | School leader, paraprofessionals, teachers, support staff and instructional coach |

### Strategy 2:

Strategic Planning and Execution of Differentiated Instruction - n/a

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

Tier: Tier 1

| Activity - D.I. Professional Development Sessions  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------------|--|
| Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information. | Professional Learning | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$25000           | Title II Part A, General Fund | School Leader, instructional staff, instructional coach, and support staff |

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

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|---|--------------------------|--------|-----------|------------|------------|---------|----------------|---------------------------------------|
| The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$60000 | Title I Part A | School leader and instructional coach |
|---|--------------------------|--------|-----------|------------|------------|---------|----------------|---------------------------------------|

| Activity - Use of Multiple Resources to Increase DI and Mastery  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas. | Supplemental Materials | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$3000            | General Fund      | School leader, instructional coach, instructional and support staff |

| Activity - Use of Research and Evidence Based Activities  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach, teachers, support staff |

### Strategy 3:

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

Research Cited: Educational Leadership Journals and Articles

Tier: Tier 1

| Activity - Weekly Use of Evidence Based Software Licenses | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|------------|--------|-----------|------------|------------|--------|----------------|---|
| Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use. | Technology | Tier 1 | Implement | 09/01/2014 | 09/01/2015 | \$5000 | Title I Part A | School leader, instructional staff, teachers, support staff |
|--|------------|--------|-----------|------------|------------|--------|----------------|---|

| Activity - Utilize Assisted Technology  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Technology will be used in various forms to engage the learners and meet them at their ability level. | Technology    | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$50000           | General Fund      | School leader, instructional coach and staff |

| Activity - Data Use for Lesson Delivery from Site Licenses   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery. | Supplemental Materials | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$6500            | Title I Part A    | School leader, instructional coach and support staff |

### Strategy 4:

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

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

Tier: Tier 1

| Activity - Data Team Meetings   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program. | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach and administration team and support staff |

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| Activity - Data Collection and Feedback  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment. | Policy and Process       | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional staff, support staff and school leader |
| Activity - Collaboration with District Curriculum Coach/Coordinator  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.   | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional coach and district coordinator         |
| Activity - Use of Local, State and Summative/Formative Assessments   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| MEAP, DRA, MLLP, Scantron, Studylsland, and WIDA will be used as assessments to measure and monitor the student's growth.  | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | General Fund      | School leader, instructional coach, general teachers                |

### Strategy 5:

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

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

Tier: Tier 1

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

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|---|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress. | Parent Involvement    | Tier 1      | Implement     | 09/01/2014        | 07/31/2015      | \$6500                   | Title I Part A           | School leader, instructional coach, staff                              |
| <b>Activity - Distribute Literature to Inform Parents on ELA Strategies</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.   | Parent Involvement    | Tier 1      | Getting Ready | 09/01/2014        | 07/31/2015      | \$1500                   | Title I Part A           | School leader, instructional coach and instructional and support staff |
| <b>Activity - Assistance from Agencies to Present to Families</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.  | Community Engagement  | Tier 1      | Getting Ready | 09/01/2014        | 07/31/2015      | \$3500                   | Title I Part A           | School leader, instructional coach, contractual services and staff     |
| <b>Activity - Professional Development on Parental and Community Relationship</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.  | Professional Learning | Tier 1      | Getting Ready | 09/01/2014        | 07/31/2015      | \$5000                   | General Fund             | School leader, instructional coach and support staff                   |

### Strategy 6:

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

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

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



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Tier: Tier 1

| Activity - Effective Lesson Planning   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. | Policy and Process | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0               | General Fund        | School leader, instructional coach and instructional staff                 |
| Activity - Increase Levels of Engagement   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.  | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 06/19/2015 | \$0               | No Funding Required | School leader, instructional coach, district coach and instructional coach |
| Activity - Weekly Use of Graphic Organizers  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students and teachers will use graphic organizers when modeling and displaying mastery.  | Direct Instruction | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$1000            | General Fund        | School leader, instructional staff, instructional coach and district coach |
| Activity - Regular Walkthroughs and Feedback   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.  | Walkthrough        | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$60000           | Title I Part A      | School leader, instructional staff, instructional coach and district coach |

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| Activity - Teach Academic Vocabulary  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction     | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0               | General Fund        | School leader, instructional staff, instructional coach and district coach |
| Activity - Incorporate Writing and Reading in all Content Areas   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.  | Curriculum Development | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0               | General Fund        | School leader, instructional staff, instructional coach and district coach |
| Activity - Use of Rubrics/Checklists for Assignments  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.   | Direct Instruction     | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional staff, instructional coach and district coach |
| Activity - Use of Bloom's Taxonomy Thinking/Questioning Skills  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.   | Direct Instruction     | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0               | General Fund        | School leader, instructional staff, instructional coach and district coach |

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| Activity - Daily Modeling of Reading and Writing Strategies  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard. | Direct Instruction | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional staff, instructional coach and district coach |

### Strategy 7:

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

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

Tier: Tier 1

| Activity - Professional Development on Full Inclusion                         | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                   | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------------------|---|
| Quarterly PDs will be planned to expound on research that supports inclusion. | Professional Learning | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | No Funding Required, Title I Part A | School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals |

| Activity - Weekly Co-Planning Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|-----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Gen Ed, Spec Ed, and support staff will meet on Fridays to plan for effective instruction.  | Teacher Collaboration | Tier 1      | Implement    | 09/01/2014        | 07/31/2015      | \$0                      | No Funding Required      | School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker |
| <b>Activity - Professional Development on Co-Planning</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Wayne RESA, BER and other entities will be avenues used to educate the staff on the benefits of Co-planning and how it benefits students.               | Professional Learning | Tier 1      | Implement    | 09/01/2014        | 07/31/2015      | \$5000                   | Title I Part A           | School leader, instructional staff, instructional coach and district coach   |
| <b>Activity - Monitoring from Instructional Coach and School Leader</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| There are various documents in place at the school level to ensure full inclusion is implemented with fidelity.   | Walkthrough           | Tier 1      | Monitor      | 09/01/2014        | 07/31/2015      | \$0                      | No Funding Required      | School leader and instructional coach  |
| <b>Activity - Use of Multiple Materials and Strategies</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Teachers will be monitored to ensure they are using multi sensory materials and strategies to ensure full inclusion is being implemented with fidelity. | Direct Instruction    | Tier 1      | Implement    | 09/01/2014        | 07/31/2015      | \$10000                  | Title I Part A           | School leader, instructional staff, instructional coach and district coach   |

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

### Measurable Objective 1:

demonstrate a behavior of being respectful, responsible, kind and safe by 06/20/2014 as measured by SWIS data, classroom flip charts (color system) and teacher made incentive boards.

### Strategy 1:

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

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

Tier: Tier 1

| Activity - PBIS Professional Development  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Off site PDs and a beginning of the year PD given by Chris McEvoy to the staff (on site campus) to ensure full implementation of the program to promote an atmosphere of respect, safety and responsibility. In addition, the PBIS team also provides frequently presentations on the PBIS program and discussions on the evaluation of the program (progress as well) are planned during staff meetings and PD days. | Professional Learning | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$1200            | Title II Part A     | School leader, Instructional coach, PBS Team, Teachers and support staff  |
| Activity - Monthly PBIS Meetings  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| The PBS team meet monthly to discuss SWIS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.  | Teacher Collaboration | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach, PBIS Team, teachers and support staff |

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| Activity - Multiple Resources to Support PBIS  | Activity Type              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|----------------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Motivational materials are purchased to encourage students to uphold the rules and expectations. Posters are created, incentives are bought, rewards are distributed for exemplary behavior as well.   | Materials                  | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$650             | General Fund        | School leader and PBIS team  |
| Activity - Daily Schoolwide Participation  | Activity Type              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| There are multiple reminders of the PBIS program expectations throughout CCA East with daily announcements, bulletin boards, the color system in classrooms and the referral system and incentives to support high standards of teaching, learning and behavior. | Behavioral Support Program | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach, teachers, support staff and students |

### Strategy 2:

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

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

Tier: Tier 1

| Activity - Purchase SWIS System   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|---|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| To execute PBIS with fidelity, the SWIS data storage system is utilized every year to gather information related to referrals. The data is compiled on a weekly basis to decipher when behavior will occur, who referred them, how often, consequences administered, etc. | Materials     | Tier 1 | Monitor | 01/29/2014 | 06/20/2014 | \$2000            | General Fund      | Special education teacher, social worker, school leader |
| Activity - Implementation of Behavior Plans   | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |

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|  |                       |        |           |            |            |     |                     |   |
|--|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|
| Behavior plans are created to curtail undesirable behavior and monitor the reoccurring behaviors. Parents, teachers and support staff meet with the school leader to agree on the outcomes expected for the students' behavior on a daily basis. | Teacher Collaboration | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0 | No Funding Required | PBIS Team, School leader, instructional coach, teachers, social workers and special education |
|--|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Revision of Classroom Management Plans and Techniques   | Activity Type              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|----------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| At the beginning of the school year, teachers will create a classroom management plan to detail the rules, policies and procedures that will guide students to a successful school year. The plan will be revised and examined throughout the year to make the necessary changes to address the needs of the students to increase positive behavior and elevate achievement. | Behavioral Support Program | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | Teachers, school leader, instructional coach, support staff |

### Strategy 3:

Create and Maintain a Positive and Supportive Climate and Culture - n/a

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

Tier: Tier 1

| Activity - Weekly Student of the week Posters   | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|----------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers, parents, students and staff celebrate their children, students and peers by discussing the important elements in their life with a poster that is displayed in the hallway. | Behavioral Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$200             | General Fund      | School leader, instructional coach, teachers, support staff |

| Activity - PBS School Wall | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|----------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Quarterly, the PBIS team selects a theme to support our dedication to the program with input from all stakeholders. The theme chosen is conveyed creatively with an oversized bulletin board with decorations and a message displayed to parents, students and staff.            | Behavioral Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund        | PBIS, school leader, instructional coach, teachers                         |
| Activity - +300 Plus Club for Global Scholar   | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| The staff motivates students to grow 300 points or more on Global Scholar/Scantron with daily reminders and announcements. When this is accomplished, the students' pictures are attached to a message to encourage other students to score higher on the next round of testing. | Academic Support Program   | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund        | School leader, teachers and instructional coaches                          |
| Activity - Positive Reinforcements on Morning Announcements  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Every morning, students receive words of encouragement through the announcements and student of the week helps the with the announcement as well as a way to celebrate them.   | Behavioral Support Program | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional staff, instructional coach and district coach |

### **Goal 3: All Students at CCA East Academy will be proficient in Mathematics by 2022. 22% of students will be proficient on the MEAP (2014-15) Assessment.**

#### **Measurable Objective 1:**

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

#### **Strategy 1:**

Implementation of Response to Intervention with Fidelity - CCA East's staff will commit to the implementation of the RTI program with policies and processes that involve students, teachers, support staff and parents. The program will be evaluated twice a year after data collected (both academic and behavioral surveys and reports). Students who fall below the Tier 1 cut scores after screening and diagnostic assessments are compiled will be referred to receive more targeted interventions. From 3:00-4:00 daily, students are tiered according to the results that highlight their areas of strengths and weaknesses. During that time, teachers and support staff are



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monitored to ensure RTI is being implemented with fidelity. Staff is trained during PLCs and PDs on the research the supports RTI and their role in the process. Also, materials are purchased to address the areas of concerns and progress monitoring should take place every 4 -6 weeks to measure growth. RTI collaboration meeting are planned for every six weeks to discuss data.

Research Cited: Response to Intervention Network

Tier: Tier 1

| Activity - Continuous and Documented Progress Monitoring   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RTI folders and discussed in the RTI meetings and data meeting with coach, teacher and leader.  | Direct Instruction       | Tier 2 | Getting Ready | 09/01/2014 | 07/31/2015 | \$1000            | General Fund        | Instructional Coach, School Leader, Support Staff and General Education Teacher                            |
| Activity - Daily Tiered Instruction  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weakness identified in Scantron/Global Scholar, DRA, MEAP (SBAC), Study Island, Raz-kids and other teacher materials. During the times of 3:00-4:00 p.m. students worked in tiered groups on Math, Reading, ELA, Science and Social Studies on deficient areas with games and multi-sensory interventions. | Direct Instruction       | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$1000            | General Fund        | School leader, instructional coach, teachers and support staff   |
| Activity - Bi-Monthly RTI Meetings   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| The school leader along with the instructional coach and RTI team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for improvement.   | Academic Support Program | Tier 2 | Monitor       | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach |

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| Activity - Use of math games, manipulatives and Literacy Connections to Math  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| To support, RTI and DI, research and evidence based research activities, games and interventions are critical tools utilized daily to engage students and help narrow the gap achievement for ALL learners. | Materials     | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$2500            | General Fund      | School leader, teachers, instructional coach and support staff |

| Activity - Documented Referral Process   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed, to monitor strategies being used and plan for the next steps of implementation of techniques that directly highlight the areas of improvement. | Policy and Process | Tier 2 | Monitor | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach, teachers and support staff |

| Activity - Professional Development on Response to Intervention   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA East to implement with fidelity and purpose to grow students academically and behaviorally. | Professional Learning | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | General Fund      | School leader, instructional coach, teachers and support staff |

### Strategy 2:

Strategic Planning and Execution of Differentiated Instruction - n/a

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

Tier: Tier 1

| Activity - D.I. Professional Development Sessions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| School leader will plan for off and on site campus PD opportunities for all staff to ensure effective implementation of D.I.  | Professional Learning    | Tier 1      | Implement    | 09/01/2014        | 07/31/2015      | \$1500                   | General Fund             | School leader, instructional coach, teachers and support staff               |
| <b>Activity - Effective Use of Instructional Coach</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Academic Support Program | Tier 1      | Monitor      | 09/01/2014        | 07/31/2015      | \$60000                  | Title I Part A           | School leader and instructional coach  |
| <b>Activity - Use of Multiple Resources to Increase DI and Mastery</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.  | Supplemental Materials   | Tier 1      | Monitor      | 09/01/2014        | 07/31/2015      | \$3000                   | General Fund             | School leader, instructional coach and support staff                         |
| <b>Activity - Use of Research and Evidence Based Activities</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.   | Direct Instruction       | Tier 1      | Implement    | 09/01/2014        | 07/31/2015      | \$0                      | No Funding Required      | School leader, instructional staff and instructional coach and support staff |
| <b>Activity - Book Studies/Professional Learning Communities</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |

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|---|-----------------------|--------|---------|------------|------------|-------|--------------|---------------------------------------|
| School leader and coach research articles, books and various literature that expound on poverty, mastery of content, test taking strategies, DI, RTI, Best Practices, Climate/Culture and improving instruction. Instructional and support staff will present using PowerPoint to staff on a monthly basis during staff meetings and professional developments as well. | Professional Learning | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$350 | General Fund | School leader and instructional coach |
|---|-----------------------|--------|---------|------------|------------|-------|--------------|---------------------------------------|

### Strategy 3:

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

Research Cited: Educational Leadership Journal and Articles

Tier: Tier 1

| Activity - Weekly use of Evidence Based Software Licenses  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use. | Technology    | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$5000            | Title I Part C    | School leader, instructional coach, support and instructional staff |

| Activity - Utilize Assisted Technology  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Technology will be used in various forms to engage the learners and meet them at their ability level. | Technology    | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$50000           | General Fund      | School leader, instructional staff and instructional coach and support staff |

| Activity - Data Use for Lesson Delivery from Site Licenses   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery. | Supplemental Materials | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$6500            | Title I Part A    | School leader, instructional leader and coach and support staff |

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### Strategy 4:

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

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

Tier: Tier 1

| Activity - Data Team Meetings  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.                                      | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional staff and instructional coach and support staff |
| Activity - Data Collection and Feedback  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment. | Policy and Process       | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional leader, instructional coach and support staff   |
| Activity - Collaboration with District Curriculum Coach/Coordinator  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.   | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional coach and support staff                         |

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| Activity - Use of Local, State and Summative/Formative Assessments  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| MEAP, DRA, MLLP, Scantron, Studylsland, and WIDA will be used as assessments to measure and monitor the student's growth. | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | General Fund      | School leader, instructional coach and support staff |

### Strategy 5:

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

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

Tier: Tier 1

| Activity - Monthly Math Events and Activities  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| The leader along with the math committee will plan and develop activities that help educate parents on the mission and vision of CCA East and strategies to practice at home to help students' scores excel in math. SVSU assists us as well in informing parents on the academic goals that will strengthen students abilities to become productive members of society. | Parent Involvement | Tier 1 | Implement | 01/29/2014 | 06/20/2014 | \$6500            | Title I Part A    | School leader, instructional coach and instructional and support staff |

| Activity - Distribute Literature to Inform Parents on Math Strategies   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home. | Parent Involvement | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$1500            | Title I Part A    | School leader, instructional coach, parent liaison and staff |

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

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|--|----------------------|--------|---------------|------------|------------|--------|----------------|--|
| Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics. | Community Engagement | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$3500 | Title I Part A | School leader, instructional coach and staff |
|--|----------------------|--------|---------------|------------|------------|--------|----------------|--|

### Strategy 6:

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

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

Tier: Tier 1

| Activity - Effective Lesson Planning   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. | Policy and Process | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional coach and instructional support staff |

| Activity - Increase Levels of Engagement  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|--------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments. | Direct Instruction | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach and staff |

| Activity - Weekly Use of Mathematical Graphic Organizers to Help Problem Solve         | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students and teachers will use graphic organizers when modeling and displaying mastery | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1000            | General Fund      | School leader, instructional coach and instructional and support staff |

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| Activity - Regular Walkthroughs and Feedback  | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|------------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.   | Walkthrough            | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$60000           | Title I Part A      | School leader, instructional coach and instructional staff             |
| Activity - Teach Academic Vocabulary  | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction     | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0               | Other               | School leader, instructional staff and coach                           |
| Activity - Incorporate Math Problem Solving Skills in all Content Areas   | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students will utilizing problem solving skills across all subjects including reading, writing, science, social studies, math and health as well.  | Curriculum Development | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0               | General Fund        | School leader, instructional coach and instructional staff and support |
| Activity - Use of Rubrics/Checklists for Assignments  | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.   | Direct Instruction     | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional staff and coach                           |

**Goal 4: All Students at CCA East Academy will be proficient in Social Studies by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.**

**Measurable Objective 1:**



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80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Social Studies by 06/20/2014 as measured by Summative Assessments, StudyIsland, DRA, and Teacher made assessments as well.

### Strategy 1:

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

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

Tier: Tier 1

| Activity - More Focus and Emphasis on History, Timelines and Biographies  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text). | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$500             | Title I Part A    | School leader, instructional coach, support staff and instructional staff |

| Activity - Subscriptions to Various Resources   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies. | Materials     | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1500            | General Fund      | School leader, instructional and support staff and instructional coach |

| Activity - Use of Leveled Readers to Increase Reading Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------------|--------|-----------|------------|------------|--------|--------------|---|
| Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$3000 | General Fund | School leader, instructional coach, support staff and instructional staff |
|--|--------------------------|--------|-----------|------------|------------|--------|--------------|---|

| Activity - Quarterly Presentations and Projects   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1000            | General Fund      | School leader, instructional coach, support staff and instructional staff |

### Strategy 2:

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

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

| Activity - Make Connections to Real Life Application   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth. | Technology    | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$2500            | General Fund      | School leader, instructional coach, support staff and instructional staff |

| Activity - Use Software Licenses to Increase Engagement and Visualizing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------|--------|-----------|------------|------------|--------|----------------|---|
| StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1500 | Title I Part A | School leader, instructional coach, support staff and instructional staff |
|--|--------------------|--------|-----------|------------|------------|--------|----------------|---|

| Activity - Technology Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth. | Professional Learning | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | General Fund      | School leader, instructional coach, support staff and instructional staff |

### Strategy 3:

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

Research Cited: Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

| Activity - Partner/Student Collaboration  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach, support staff and instructional staff |

| Activity - Use of Marzano's Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|--------------------|--------|-----------|------------|------------|-------|--------------|---|
| CCAIE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$500 | General Fund | School leader, instructional coach, support staff and instructional staff |
|---|--------------------|--------|-----------|------------|------------|-------|--------------|---|

| Activity - Daily use of Bloom's Taxonomy  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional coach, support staff and instructional staff |

| Activity - Build Background Knowledge/Vocabulary  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach, instructional and support staff |

| Activity - Promote ELA and Math in Social Studies   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | General Fund      | School leader, instructional coach, support staff and instructional staff |

| Activity - Marzano Professional Development Sessions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|   |                       |             |               |                   |                 |                          |                          |   |
|---|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.  | Professional Learning | Tier 1      | Implement     | 09/01/2014        | 07/31/2015      | \$5000                   | General Fund             | School leader, instructional coach, support staff and instructional staff |
| <b>Activity - Weekly Hands On Activities</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.   | Direct Instruction    | Tier 1      | Monitor       | 09/01/2014        | 07/31/2015      | \$10000                  | General Fund             | School leader, instructional coach, support staff and instructional staff |
| <b>Activity - Use of Formative and Summative Assessments</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well. | Direct Instruction    | Tier 1      | Monitor       | 09/01/2014        | 07/31/2015      | \$0                      | No Funding Required      | School leader, instructional coach, support staff and instructional staff |
| <b>Activity - Explicit Planning of Inquiry Based Learning</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.  | Direct Instruction    | Tier 1      | Getting Ready | 09/01/2014        | 07/31/2015      | \$0                      | No Funding Required      | School leader, instructional coach, support staff and instructional staff |

### Strategy 4:

Extended Learning Opportunities - School leader and coach will plan extra time in addition to (and outside) core instruction to offer more intensive interventions that are designed to remediate deficiencies. Students will be grouped according to various test scores from summative and formative assessments and taught for an hour after

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school, 4-6 week during the summer and weekend school. Also, monthly field trips will plan to offer students the experience of making real life connections to teaching and learning.

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

Tier: Tier 2

| Activity - Summer School   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups.  | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$15000           | Section 31a       | School leader, instructional coach, teachers         |
| Activity - After School Tutoring   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
| After school program will use various sources of data to provide research and evidence based interventions.  | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 06/19/2015 | \$15000           | Title I Part A    | School leader, instructional coach, and staff        |
| Activity - Off Campus Experiences/Field Trip   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
| Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.   | Field Trip               | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | General Fund      | School leader, coach and staff                       |
| Activity - Daily Response To Intervention Time   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
| From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | Title I Part A    | School leader, instructional staff and support staff |

**Goal 5: All Students at CCA East Academy will be proficient in Science by 2022. 31% of students will be proficient on the MEAP (2014-15) assessment.**

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### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 85% or more in Science by 06/20/2014 as measured by Summative Assessments, StudyIsland, and Teacher made assessments as well.

### Strategy 1:

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

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

Tier: Tier 1

| Activity - More Focus and Emphasis on Science in ELA   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text). | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1200            | General Fund      | School leader, instructional coach and instructional staff |

| Activity - Subscriptions to Various Resources   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies. | Materials     | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$3000            | Title I Part A    | School leader, instructional staff and support staff along with the instructional coach |

| Activity - Use of Leveled Reader to Increase Reading Skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|------------------------|--------|-----------|------------|------------|--------|----------------|--|
| Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text. | Supplemental Materials | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$2000 | Title I Part A | School leader, instructional staff and coach |
|--|------------------------|--------|-----------|------------|------------|--------|----------------|--|

| Activity - Quarterly Presentations and Projects   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | General Fund      | School leader, instructional coach and instructional/support staff |

### Strategy 2:

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

Research Cited: Educational Leadership Articles and Journals

Tier: Tier 1

| Activity - Make Connections to Real Life Application   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth. | Technology    | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$2500            | General Fund      | School leader, instructional coach and instructional staff |

| Activity - Use Software Licenses to Increase Engagement and Visualizing  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1500            | Title I Part A    | School leader, coach and instructional staff |

| Activity - Technology Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|-----------------------|--------|---------------|------------|------------|--------|--------------|--|
| Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth. | Professional Learning | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$5000 | General Fund | School leader, instructional coach and staff |
|--|-----------------------|--------|---------------|------------|------------|--------|--------------|--|

### Strategy 3:

Increase in Best Practices and Tier 1 Instruction - Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. Teachers will be monitored along with student growth during the instructional learning cycles to measure the use and effectiveness of the strategies being used to ensure 80% of students reach mastery. Research Cited: Higher Order Thinking: Increasing the Rigor of Learning-Focused Lessons by Learning Focused Curriculum, Best Practice-3rd Edition: Today's Standards for Teaching and Learning in America's Schools and Best Practice-4th Edition: Bringing Standards to Life in America's Classrooms by Zemelman, Daniels and Hyde

Tier: Tier 1

| Activity - Partner/Student Collaboration  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                               |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader and instructional coach and staff |

| Activity - Use of Marzano's Strategies  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| CCAIE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$500             | General Fund      | School leader, instructional staff and support staff |

| Activity - Daily use of Bloom's Taxonomy  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                     |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach and teaching staff |

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| Activity - Build Background Knowledge/Vocabulary  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.   | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional staff and coach                   |
| Activity - Promote ELA and Math in Science  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.   | Direct Instruction | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach and teaching staff          |
| Activity - Marzano Professional Development Sessions  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.  | Policy and Process | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$5000            | General Fund        | School leader, instructional coach and teaching staff          |
| Activity - Weekly Hands On Activities   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.   | Direct Instruction | Tier 1 | Implement     | 09/02/2014 | 07/31/2015 | \$10000           | General Fund        | School leader, instructional coach and teaching staff          |
| Activity - Use of Formative and Summative Assessments   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well. | Direct Instruction | Tier 1 | Evaluate      | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach, teaching and support staff |

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| Activity - Explicit Planning of Inquiry Based Learning   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning. | Direct Instruction | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0               | No Funding Required | School leader, instructional coach and teaching and support staff |

### Strategy 4:

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

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

Tier: Tier 2

| Activity - Summer School  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                             |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. | Academic Support Program | Tier 2 | Implement | 09/02/2014 | 07/31/2015 | \$15000           | Section 31a       | School leader, instructional coach and leader |

| Activity - After School Tutoting  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| After school program will use various sources of data to provide research and evidence based interventions. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 06/19/2015 | \$10000           | Title I Part A    | School leader, support staff and instructional staff |

| Activity - Off Campus Experiences/Field Trip | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.   | Field Trip               | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000            | General Fund      | School leader, instructional coach and staff                       |
| Activity - Daily Response To Intervention Time   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses. | Academic Support Program | Tier 2 | Monitor   | 09/01/2014 | 07/31/2015 | \$15000           | Title I Part A    | School leader, instructional coach and instructional support staff |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

| Activity Name                          | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| PBIS Professional Development          | Off site PDs and a beginning of the year PD given by Chris McEvoy to the staff (on site campus) to ensure full implementation of the program to promote an atmosphere of respect, safety and responsibility. In addition, the PBIS team also provides frequently presentations on the PBIS program and discussions on the evaluation of the program (progress as well) are planned during staff meetings and PD days. | Professional Learning | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$1200            | School leader, Instructional coach, PBS Team, Teachers and support staff   |
| D.I. Professional Development Sessions | Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.  | Professional Learning | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$10000           | School Leader, instructional staff, instructional coach, and support staff |

### General Fund

| Activity Name        | Activity Description  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible                                       |
|----------------------|---|---------------|--------|---------|------------|------------|-------------------|---|
| Purchase SWIS System | To execute PBIS with fidelity, the SWIS data storage system is utilized every year to gather information related to referrals. The data is compiled on a weekly basis to decipher when behavior will occur, who referred them, how often, consequences administered, etc. | Materials     | Tier 1 | Monitor | 01/29/2014 | 06/20/2014 | \$2000            | Special education teacher, social worker, school leader |

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|---|---|-----------------------|--------|---------------|------------|------------|---------|---|
| Teach Academic Vocabulary   | Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary.   | Direct Instruction    | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional staff, instructional coach and district coach      |
| Use of Marzano's Strategies   | CCAIE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.   | Direct Instruction    | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$500   | School leader, instructional coach, support staff and instructional staff       |
| Weekly Hands On Activities  | There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.   | Direct Instruction    | Tier 1 | Implement     | 09/02/2014 | 07/31/2015 | \$10000 | School leader, instructional coach and teaching staff                           |
| Book Studies/Professional Learning Communities                              | After compiling various sources of data, articles, magazines, books and DVDs are selected, purchased, discussed and examined to be utilized as a resources/tools to give information/research to equip staff with the necessary data to improve instruction. Also, instructional learning cycles will be implemented to monitor and evaluate programming and instruction. | Professional Learning | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$350   | Instructional coach, staff and school leader                                    |
| Continuous and Documented Progress Monitoring                               | Teachers, support staff, leader and coach will use various formative and summative assessments to measure and chart progress in four to six week intervals to exit and move throughout the tiers. Data is collected and stored in portfolios and RTI folders and discussed in the RTI meetings and data meeting with coach, teacher and leader.                           | Direct Instruction    | Tier 2 | Getting Ready | 09/01/2014 | 07/31/2015 | \$1000  | Instructional Coach, School Leader, Support Staff and General Education Teacher |
| Reading games, manipulatives, leveled readers and various leveled materials | Multisensory activities will be used to increase mastery and increase engagement with students in core instruction and RTI time.  | Materials             | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$2500  | Instructional Coach, instructional staff, support staff and administration      |

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|--|---|----------------------------|--------|-----------|------------|------------|---------|---|
| Incorporate Math Problem Solving Skills in all Content Areas | Students will utilizing problem solving skills across all subjects including reading, writing, science, social studies, math and health as well.                                      | Curriculum Development     | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional coach and instructional staff and support    |
| Promote ELA and Math in Social Studies                       | Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.                                       | Direct Instruction         | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional coach, support staff and instructional staff |
| Utilize Assisted Technology                                  | Technology will be used in various forms to engage the learners and meet them at their ability level.   | Technology                 | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$50000 | School leader, instructional coach and staff                              |
| Use of Local, State and Summative/Formative Assessments      | MEAP, DRA, MLLP, Scantron, StudyIsland, and WIDA will be used as assessments to measure and monitor the student's growth.   | Academic Support Program   | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000  | School leader, instructional coach and support staff                      |
| Off Campus Experiences/Field Trip                            | Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.  | Field Trip                 | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000  | School leader, coach and staff  |
| Quarterly Presentations and Projects                         | Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc     | Direct Instruction         | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000  | School leader, instructional coach and instructional/support staff        |
| Weekly Student of the week Posters                           | Teachers, parents, students and staff celebrate their children, students and peers by discussing the important elements in their life with a poster that is displayed in the hallway. | Behavioral Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$200   | School leader, instructional coach, teachers, support staff               |

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|   |  |                    |        |           |            |            |         |   |
|---|--|--------------------|--------|-----------|------------|------------|---------|---|
| Utilize Assisted Technology               | Technology will be used in various forms to engage the learners and meet them at their ability level.  | Technology         | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$50000 | School leader, instructional staff and instructional coach and support staff    |
| Daily Tiered Instruction                  | D.I. will be planned to address all learners in all core subject areas to provide materials and strategies at the students' various ability levels. Students will work in groups and partners to increase mastery.                           | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1000  | General Education Teacher, Support Staff, Instructional Coach and School Leader |
| Effective Lesson Planning                 | Teacher will develop plans with key components that improve student learning through documentation of essential questions, marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. | Policy and Process | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional coach and instructional staff                      |
| Weekly Use of Graphic Organizers          | Students and teachers will use graphic organizers when modeling and displaying mastery.  | Direct Instruction | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$1000  | School leader, instructional staff, instructional coach and district coach      |
| Quarterly Presentations and Projects      | Once every acad marking, teachers will provide a rubric to assist with students presenting on an informational topic such as Career Day, Black History Month, Author's Study, etc  | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1000  | School leader, instructional coach, support staff and instructional staff       |
| Make Connections to Real Life Application | Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.   | Technology         | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$2500  | School leader, instructional coach and instructional staff                      |



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|   |   |                        |        |               |            |            |        |   |
|---|---|------------------------|--------|---------------|------------|------------|--------|---|
| Weekly Use of Mathematical Graphic Organizers to Help Problem Solve | Students and teachers will use graphic organizers when modeling and displaying mastery  | Direct Instruction     | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$1000 | School leader, instructional coach and instructional support staff              |
| Use of Marzano's Strategies   | CCAEE using Marzano's research to increase student growth which is recorded in lesson plans and charts are posted in the classrooms to ensure students know them and teachers are referencing them.   | Direct Instruction     | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$500  | School leader, instructional staff and support staff                            |
| Continuous and Documented Progress Monitoring                       | Teachers and support staff will assess students weekly and every four to six weeks on the address of concern. The team meets to analyze the data gathered within that time frame to determine if the interventions are effective.   | Direct Instruction     | Tier 2 | Getting Ready | 09/01/2014 | 06/30/2015 | \$1000 | Instructional Coach, School Leader, Support Staff and General Education Teacher |
| Off Campus Experiences/Field Trip                                   | Trips connected to the Common Core will be taken monthly to help students connect to real life with increases mastery.  | Field Trip             | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$5000 | School leader, instructional coach and staff                                    |
| Book Studies/Professional Learning Communities                      | School leader and coach research articles, books and various literature that expound on poverty, mastery of content, test taking strategies, DI, RTI, Best Practices, Climate/Culture and improving instruction. Instructional and support staff will present using PowerPoint to staff on a monthly basis during staff meetings and professional developments as well. | Professional Learning  | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$350  | School leader and instructional coach   |
| Use of Multiple Resources to Increase DI and Mastery                | After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.  | Supplemental Materials | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$3000 | School leader, instructional coach, instructional support staff                 |

## Accreditation Report

Cesar Chavez Academy Elementary East

|  |  |                        |        |               |            |            |        |  |
|--|--|------------------------|--------|---------------|------------|------------|--------|--|
| Daily use of Bloom's Taxonomy                        | Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.  | Direct Instruction     | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0    | School leader, instructional coach, support staff and instructional staff  |
| Marzano Professional Development Sessions            | Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.   | Professional Learning  | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$5000 | School leader, instructional coach, support staff and instructional staff  |
| Marzano Professional Development Sessions            | Teachers will receive Marzano's training on and off campus to equip them with the necessary strategies to teach with fidelity.   | Policy and Process     | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$5000 | School leader, instructional coach and teaching staff                      |
| Effective Lesson Planning                            | Teacher will develop plans with key components that improve student learning through documentation of essential questions, Marzano's strategies, formative and summative elements, sequence of instruction and higher order thinking skills. | Policy and Process     | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0    | School leader, instructional coach and instructional/support staff         |
| Technology Professional Development                  | Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.   | Professional Learning  | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$5000 | School leader, instructional coach, support staff and instructional staff  |
| Incorporate Writing and Reading in all Content Areas | Students will write using the six traits and read displaying the traits of a "good reader" across all subjects including reading, writing, science, social studies, math and health as well.   | Curriculum Development | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0    | School leader, instructional staff, instructional coach and district coach |

## Accreditation Report

Cesar Chavez Academy Elementary East

|   |  |                          |        |           |            |            |        |   |
|---|--|--------------------------|--------|-----------|------------|------------|--------|---|
| Data Collection and Feedback                            | A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.   | Policy and Process       | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0    | School leader, instructional staff, support staff and school leader       |
| +300 Plus Club for Global Scholar                       | The staff motivates students to grow 300 points or more on Global Scholar/Scantron with daily reminders and announcements. When this is accomplished, the students' pictures are attached to a message to encourage other students to score higher on the next round of testing. | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0    | School leader, teachers and instructional coaches                         |
| Use of Local, State and Summative/Formative Assessments | MEAP, DRA, MLLP, Scantron, Studylsland, and WIDA will be used as assessments to measure and monitor the student's growth.  | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000 | School leader, instructional coach, general teachers                      |
| More Focus and Emphasis on Science in ELA               | Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc. to increase comprehension of science and social studies (informational text).                           | Direct Instruction       | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1200 | School leader, instructional coach and instructional staff                |
| Professional Development on Response to Intervention    | Off and on site PD will be planned to educate staff on the successes of RTI and how the need is great here at CCA East to implement with fidelity and purpose to grow students academically and behaviorally.  | Professional Learning    | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000 | School leader, instructional coach, teachers and support staff            |
| Make Connections to Real Life Application               | Intentional and research based strategies will be documented and used to create background knowledge, both academic and personal experiences, to elevate student growth.   | Technology               | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$2500 | School leader, instructional coach, support staff and instructional staff |
| Use of Leveled Readers to Increase Reading Skills       | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.   | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$3000 | School leader, instructional coach, support staff and instructional staff |

## Accreditation Report

Cesar Chavez Academy Elementary East

|  |  |                            |        |               |            |            |         |  |
|--|--|----------------------------|--------|---------------|------------|------------|---------|--|
| Data Team Meetings                                       | Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.  | Academic Support Program   | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional staff and instructional coach and support staff |
| PBS School Wall  | Quarterly, the PBIS team selects a theme to support our dedication to the program with input from all stakeholders. The theme chosen is conveyed creatively with an oversized bulletin board with decorations and a message displayed to parents, students and staff.  | Behavioral Support Program | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0     | PBIS, school leader, instructional coach, teachers                           |
| Use of Bloom's Taxonomy Thinking/Questioning Skills      | Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.  | Direct Instruction         | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional staff, instructional coach and district coach   |
| Collaboration with District Curriculum Coach/Coordinator | Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.   | Academic Support Program   | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional coach and district coordinator                  |
| Use of Multiple Resources to Increase DI and Mastery     | After data analysis and feedback from parents, students and staff, multileveled resources will be purchased, monitored and evaluated to elevate scores in all content areas.   | Supplemental Materials     | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$3000  | School leader, instructional coach and support staff                         |
| Revision of Classroom Management Plans and Techniques    | At the beginning of the school year, teachers will create a classroom management plan to detail the rules, policies and procedures that will guide students to a successful school year. The plan will be revised and examined throughout the year to make the necessary changes to address the needs of the students to increase positive behavior and elevate achievement. | Behavioral Support Program | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0     | Teachers, school leader, instructional coach, support staff                  |
| D.I. Professional Development Sessions                   | Instructional staff will engage in professional development to improve instruction and meet the needs of the students while implementing D.I. with fidelity. At least two sessions will be planned throughout the school year on and off campus to prepare the staff with the essential information.   | Professional Learning      | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$15000 | School Leader, instructional staff, instructional coach, and support staff   |

## Accreditation Report

Cesar Chavez Academy Elementary East

|   |   |                       |        |               |            |            |         |  |
|---|---|-----------------------|--------|---------------|------------|------------|---------|--|
| Professional Development on Parental and Community Relationship   | Staff and parents will be invited to seminars and professional developments that inform stakeholders on best practices for engaging parents and teaching at risk students.  | Professional Learning | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$5000  | School leader, instructional coach and support staff                       |
| Multiple Resources to Support PBIS                                | Motivational materials are purchased to encourage students to uphold the rules and expectations. Posters are created, incentives are bought, rewards are distributed for exemplary behavior as well.  | Materials             | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$650   | School leader and PBIS team  |
| Weekly Hands On Activities  | There will be an increase in planning for using more manipulatives to measure and increase comprehension in all tiers of instruction.   | Direct Instruction    | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$10000 | School leader, instructional coach, support staff and instructional staff  |
| Data Collection and Feedback                                      | A various scheduled times multiple points of data (demographic, perception, and academic) will be collected to inform decision making on curriculum, instruction and assessment.  | Policy and Process    | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0     | School leader, instructional leader, instructional coach and support staff |
| Technology Professional Development                               | Teachers and support staff will attend on and off site professional learning and development sessions to learn how technology benefits student growth.  | Professional Learning | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$5000  | School leader, instructional coach and staff                               |
| Use of math games, manipulatives and Literacy Connections to Math | To support, RTI and DI, research and evidence based research activities, games and interventions are critical tools utilized daily to engage students and help narrow the gap achievement for ALL learners.   | Materials             | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$2500  | School leader, teachers, instructional coach and support staff             |
| Daily Tiered Instruction  | Teachers and support staff (paraprofessionals, special education team and social worker) will strategically plan lessons on different levels that address the weakness identified in Scantron/Global Scholar, DRA, MEAP (SBAC), Study Island, Raz-kids an other teacher materials. During the times of 3:00-4:00 p.m. students worked in tiered groups on Math, Reading, ELA, Science and Social Studies on deficient areas with games and multi-sensory interventions. | Direct Instruction    | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$1000  | School leader, instructional coach, teachers and support staff             |

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|  |   |                          |        |           |            |            |        |  |
|--|---|--------------------------|--------|-----------|------------|------------|--------|--|
| D.I. Professional Development Sessions                   | School leader will plan for off and on site campus PD opportunities for all staff to ensure effective implementation of D.I.                            | Professional Learning    | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1500 | School leader, instructional coach, teachers and support staff         |
| Collaboration with District Curriculum Coach/Coordinator | Students' academic progress, procedures, data resources and teaching/learning are discussed to ensure alignment across the district.                    | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0    | School leader, instructional coach and support staff                   |
| Subscriptions to Various Resources                       | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies. | Materials                | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$1500 | School leader, instructional and support staff and instructional coach |

### Title I Part A

| Activity Name   | Activity Description   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|--|--------------------|--------|-----------|------------|------------|-------------------|---|
| Use of Paraprofessionals                                      | 31a and Title 1 paraprofessionals assist students in areas of academic concern while monitored by the coach to facilitate D.I. and R.T.I. Paraprofessionals work with teachers to give interventions and provide instructional and behavioral support. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$25000           | School leader, paraprofessionals, teachers, support staff and instructional coach |
| More Focus and Emphasis on History, Timelines and Biographies | Students will learn more about the impact history had on their lives today by learning about individuals and events through graphs, maps, text features, timelines, etc to increase comprehension of science and social studies (informational text).  | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$500             | School leader, instructional coach, support staff and instructional staff         |

## Accreditation Report

Cesar Chavez Academy Elementary East

|   |   |                          |        |           |            |            |         |   |
|---|---|--------------------------|--------|-----------|------------|------------|---------|---|
| After School Tutoting                           | After school program will use various sources of data to provide research and evidence based interventions.   | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 06/19/2015 | \$10000 | School leader, support staff and instructional staff                                    |
| Effective Use of Instructional Coach            | The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Academic Support Program | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$60000 | School leader and instructional coach   |
| Professional Development on Co-Planning         | Wayne RESA, BER and other entities will be avenues used to educate the staff on the benefits of Co-planning and how it benefits students.   | Professional Learning    | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$5000  | School leader, instructional staff, instructional coach and district coach              |
| Subscriptions to Various Resources              | Teachers will use Time For Kids, Kids Geographic, Newspapers and magazines to increase the knowledge of concepts related to Science and Social Studies.   | Materials                | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$3000  | School leader, instructional staff and support staff along with the instructional coach |
| Data Use for Lesson Delivery from Site Licenses | Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.  | Supplemental Materials   | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$6500  | School leader, instructional coach and support staff                                    |
| Regular Walkthroughs and Feedback               | Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.   | Walkthrough              | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$60000 | School leader, instructional coach and instructional staff                              |
| Daily Response To Intervention Time             | From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.  | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$5000  | School leader, instructional staff and support staff                                    |

## Accreditation Report

Cesar Chavez Academy Elementary East

|  |   |                          |        |               |            |            |         |  |
|--|---|--------------------------|--------|---------------|------------|------------|---------|--|
| Regular Walkthroughs and Feedback                | Daily, Weekly and Monthly walkthroughs will be used as a form of data to measure success of various components of learning.   | Walkthrough              | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$60000 | School leader, instructional staff, instructional coach and district coach |
| Weekly Use of Evidence Based Software Licenses   | Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use.  | Technology               | Tier 1 | Implement     | 09/01/2014 | 09/01/2015 | \$5000  | School leader, instructional staff, teachers, support staff                |
| Assistance from Agencies to Present to Families  | Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.  | Community Engagement     | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$3500  | School leader, instructional coach, contractual services and staff         |
| Effective Use of Instructional Coach             | The instructional coach has a multitude of responsibilities that mostly include monitoring student growth, review lesson planning and delivery, gathering data to measure student's success, giving feedback on instruction and best practices. She works closely with instructional and support staff to analyze data, provide assistance and uphold the SIP goals and activities. | Academic Support Program | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$60000 | School leader and instructional coach                                      |
| Use of Leveled Reader to Increase Reading Skills | Students will read on their level to address their weaknesses and to reinforce skills that help with fluency and comprehension issues that infer with their mastery of informational text.  | Supplemental Materials   | Tier 2 | Implement     | 09/01/2014 | 07/31/2015 | \$2000  | School leader, instructional staff and coach                               |
| Data Use for Lesson Delivery from Site Licenses  | Reports from IXL, ABC Mouse, StudyIsland, Scantron, Learningtoz.com are generated to discuss during various meetings with the instructional coach and leader to drive revisions and planning of lesson delivery.  | Supplemental Materials   | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$6500  | School leader, instructional leader and coach and support staff            |
| Daily Response To Intervention Time              | From 3-4 daily students are grouped based off DRA, StudyIsland, Scantron, etc. to provide meaningful and intentional interventions to increase mastery of areas of weaknesses.  | Academic Support Program | Tier 2 | Monitor       | 09/01/2014 | 07/31/2015 | \$15000 | School leader, instructional coach and instructional support staff         |



## Accreditation Report

Cesar Chavez Academy Elementary East

|   |  |                          |        |               |            |            |         |   |
|---|--|--------------------------|--------|---------------|------------|------------|---------|---|
| Assistance from Agencies to Present to Families           | Administration with research, collaborate and employ agencies and presenters to work with parents and families to increase participation with academics.   | Community Engagement     | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$3500  | School leader, instructional coach and staff  |
| Monthly Reading Events and Activities                     | Students will gain better understanding and comprehension of ELA common core from attending seminars and activities with their parents and families that highlight strategies to improve reading skills. The staff and committees will also plan engagement activities that helps students with progress.  | Parent Involvement       | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$6500  | School leader, instructional coach, staff   |
| Professional Development on Full Inclusion                | Quarterly PDs will be planned to expound on research that supports inclusion.  | Professional Learning    | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$5000  | School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals |
| Distribute Literature to Inform Parents on ELA Strategies | Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home.  | Parent Involvement       | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$1500  | School leader, instructional coach and instructional and support staff  |
| After School Tutoring                                     | After school program will use various sources of data to provide research and evidence based interventions.  | Academic Support Program | Tier 2 | Implement     | 09/01/2014 | 06/19/2015 | \$15000 | School leader, instructional coach, and staff   |
| Monthly Math Events and Activities                        | The leader along with the math committee will plan and develop activities that help educate parents on the mission and vision of CCA East and strategies to practice at home to help students' scores excel in math. SVSU assists us as well in informing parents on the academic goals that will strengthen students abilities to become productive members of society. | Parent Involvement       | Tier 1 | Implement     | 01/29/2014 | 06/20/2014 | \$6500  | School leader, instructional coach and instructional and support staff  |

## Accreditation Report

Cesar Chavez Academy Elementary East

|  |   |                    |        |               |            |            |         |  |
|--|---|--------------------|--------|---------------|------------|------------|---------|--|
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.                      | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$1500  | School leader, coach and instructional staff                               |
| Distribute Literature to Inform Parents on Math Strategies   | Title funds will be utilized to offer learning materials to families to inform on Common Core expectations and how to work with their children at home. | Parent Involvement | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$1500  | School leader, instructional coach, parent liaison and staff               |
| Use Software Licenses to Increase Engagement and Visualizing | StudyIsland, BrainPop, ABC Mouse, United Streaming, etc are used weekly to raise a level of curiosity and engagement for students.                      | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$1500  | School leader, instructional coach, support staff and instructional staff  |
| Use of Multiple Materials and Strategies                     | Teachers will be monitored to ensure they are using multi sensory materials and strategies to ensure full inclusion is being implemented with fidelity. | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$10000 | School leader, instructional staff, instructional coach and district coach |

### Section 31a

| Activity Name | Activity Description  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                             |
|---------------|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Summer School | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. | Academic Support Program | Tier 2 | Implement | 09/02/2014 | 07/31/2015 | \$15000           | School leader, instructional coach and leader |
| Summer School | 4 week program is designed to strengthen weaknesses in all content areas and give targeted interventions in small groups. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 07/31/2015 | \$15000           | School leader, instructional coach, teachers  |

### No Funding Required

## Accreditation Report

Cesar Chavez Academy Elementary East

| Activity Name                              | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Implementation of Behavior Plans           | Behavior plans are created to curtail undesirable behavior and monitor the reoccurring behaviors. Parents, teachers and support staff meet with the school leader to agree on the outcomes expected for the students' behavior on a daily basis.  | Teacher Collaboration | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0               | PBIS Team, School leader, instructional coach, teachers, social workers and special education |
| Monthly PBIS Meetings                      | The PBS team meet monthly to discuss SWIS data, plan PBS parties, discuss the referral system and implementation of the program as whole/school.  | Teacher Collaboration | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0               | School leader, instructional coach, PBIS Team, teachers and support staff                     |
| Increase Levels of Engagement              | Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.   | Direct Instruction    | Tier 1 | Implement | 09/01/2014 | 06/19/2015 | \$0               | School leader, instructional coach, district coach and instructional coach                    |
| Use of Formative and Summative Assessments | The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a weel and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well. | Direct Instruction    | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0               | School leader, instructional coach, support staff and instructional staff                     |

## Accreditation Report

Cesar Chavez Academy Elementary East

|  |   |                            |        |               |            |            |     |  |
|--|---|----------------------------|--------|---------------|------------|------------|-----|--|
| Bi-Monthly RTI Meetings                          | Meetings will be planned with instructional staff and administration to discuss data and the RTI process (tier students, gauge process and evaluate tools).   | Academic Support Program   | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0 | School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach |
| Explicit Planning of Inquiry Based Learning      | Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.  | Direct Instruction         | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, support staff and instructional staff                                  |
| Increase Levels of Engagement                    | Students mastery levels with increase with the intentional planning of engagement strategies taught through PLCs and professional developments.   | Direct Instruction         | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach and staff   |
| Promote ELA and Math in Science                  | Students will visualize the connection the connection between ELA and Math will teachers are provide real life to college and career readiness.   | Direct Instruction         | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach and teaching staff  |
| Positive Reinforcements on Morning Announcements | Every morning, students receive words of encouragement through the announcements and student of the week helps the with the announcement as well as a way to celebrate them.  | Behavioral Support Program | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional staff, instructional coach and district coach                                 |
| Build Background Knowledge/Vocabulary            | Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction         | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, instructional and support staff  |

## Accreditation Report

Cesar Chavez Academy Elementary East

|   |  |                            |        |               |            |            |     |  |
|---|--|----------------------------|--------|---------------|------------|------------|-----|--|
| Use of Research and Evidence Based Activities | Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction.  | Direct Instruction         | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, teachers, support staff                  |
| Documented Referral Process                   | At the beginning of the school year, teachers and support staff are educated on the referral process for Special Education Services and are expected to collect data during the first 4-6 weeks to discover what the areas of weaknesses are and gather input from the parents, support staff and various data points. Every 4-6 weeks, the student's progress or the lack of is discussed, to monitor strategies being used and plan for the next steps of implementation of techniques that directly highlight the areas of improvement. | Policy and Process         | Tier 2 | Monitor       | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, teachers and support staff               |
| Daily Schoolwide Participation                | There are multiple reminders of the PBIS program expectations throughout CCA East with daily announcements, bulletin boards, the color system in classrooms and the referral system and incentives to support high standards of teaching, learning and behavior.   | Behavioral Support Program | Tier 1 | Monitor       | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, teachers, support staff and students     |
| Explicit Planning of Inquiry Based Learning   | Teachers will plan PBL assignments that peak student's interest and offer a more intriguing avenue for learning.   | Direct Instruction         | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach and teaching and support staff            |
| Data Team Meetings                            | Both instructional learning cycles and grade level/administration meetings will take place twice a month to monitor process of the program.  | Academic Support Program   | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach and administration team and support staff |

## Accreditation Report

Cesar Chavez Academy Elementary East

|   |   |                          |        |           |            |            |     |  |
|---|---|--------------------------|--------|-----------|------------|------------|-----|--|
| Bi-Monthly RTI Meetings                               | The school leader along with the instructional coach and RTI team plan meetings to discuss the growth of students while examining progress monitoring tools and classroom data to create an action plan for improvement.  | Academic Support Program | Tier 2 | Monitor   | 09/01/2014 | 07/31/2015 | \$0 | School leader, Social Worker, Special Education Teacher, General Education Teacher and Instructional Coach |
| Daily Modeling of Reading and Writing Strategies      | Modeling from teachers and support staff are daily expectations to help increase mastery and for students to make connections with the skill and standard.  | Direct Instruction       | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional staff, instructional coach and district coach                                 |
| Partner/Student Collaboration                         | Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.   | Direct Instruction       | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, support staff and instructional staff                                  |
| Monitoring from Instructional Coach and School Leader | There are various documents in place at the school level to ensure full inclusion is implemented with fidelity.   | Walkthrough              | Tier 1 | Monitor   | 09/01/2014 | 07/31/2015 | \$0 | School leader and instructional coach  |
| Use of Research and Evidence Based Activities         | Professional Learning Communities drive the academic program which provides information on research and evidence based activities that have documented results to increase utilization of D.I. in all tiered instruction. | Direct Instruction       | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional staff and instructional coach and support staff                               |

# Accreditation Report

Cesar Chavez Academy Elementary East

|  |   |                       |        |           |            |            |     |  |
|--|---|-----------------------|--------|-----------|------------|------------|-----|--|
| Weekly Co-Planning Meetings                | Gen Ed, Spec Ed, and support staff will meet on Fridays to plan for effective instruction.  | Teacher Collaboration | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, general education and special education teachers, support staff, paraprofessionals and social worker |
| Use of Formative and Summative Assessments | The analysis of formative and summative assessments is a key component to daily and weekly operations at CCAE to measure student growth, tier instruction and drive instruction. Teachers are expected to plan for at least 2 formative assessments a week and 2-3 summative assessments every 4-6 weeks. The data is plotted on the data boards so it can be interactive for the students and parents as well. | Direct Instruction    | Tier 1 | Evaluate  | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach, teaching and support staff   |
| Professional Development on Full Inclusion | Quarterly PDs will be planned to expound on research that supports inclusion.   | Professional Learning | Tier 1 | Implement | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional staff, general education, social worker, special education teacher, support staff, paraprofessionals        |
| Documented Referral Process                | From gathering data, conducting interviews and various meetings about student progress (strengths and weaknesses) decisions are made regarding interventions and purchasing of programs and materials. Each Tier 2 and 3 student has a folder and portfolio that documents their performance and attempts made to increase performance (progress monitoring tools, parent letters and agendas from meetings).   | Policy and Process    | Tier 2 | Evaluate  | 09/01/2014 | 07/31/2015 | \$0 | Administration, instructional coach, instructional and support staff   |

## Accreditation Report

Cesar Chavez Academy Elementary East

|   |   |                    |        |               |            |            |     |  |
|---|---|--------------------|--------|---------------|------------|------------|-----|--|
| Partner/Student Collaboration             | Multiple sources of research state the importance of collaboration between students and the expectations is that ALL teachers promote this strategy in their classroom.   | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0 | School leader and instructional coach and staff                            |
| Use of Rubrics/Checklists for Assignments | Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.   | Direct Instruction | Tier 1 | Getting Ready | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional staff and coach                               |
| Build Background Knowledge/Vocabulary     | Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional staff and coach                               |
| Daily use of Bloom's Taxonomy             | Students will be exposed to higher order thinking skills when creating, evaluating, analyzing, applying, understanding and remembering.   | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional coach and teaching staff                      |
| Use of Rubrics/Checklists for Assignments | Students will use student friendly rubrics for self reflection and monitoring of understanding of the expectations.   | Direct Instruction | Tier 1 | Implement     | 09/01/2014 | 07/31/2015 | \$0 | School leader, instructional staff, instructional coach and district coach |

### Other

| Activity Name             | Activity Description  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible                            |
|---------------------------|---|--------------------|--------|---------|------------|------------|-------------------|--|
| Teach Academic Vocabulary | Academic vocabulary will be a continuous focus in all subject and content areas to prepare students for success of grade level and pre-requisite skills to become life long learners. Multiple activities will be planned to introduce and review vocabulary. | Direct Instruction | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$0               | School leader, instructional staff and coach |

### Title I Part C

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

Cesar Chavez Academy Elementary East

|  |  |            |        |         |            |            |        |   |
|--|--|------------|--------|---------|------------|------------|--------|---|
| Weekly use of Evidence Based Software Licenses | Study Island, RAZ Kids, IXL, United Streaming and other software licenses are utilized by teachers on a weekly basis and turn in report to the instructional coach to track student use. | Technology | Tier 1 | Monitor | 09/01/2014 | 07/31/2015 | \$5000 | School leader, instructional coach, support and instructional staff |
|--|--|------------|--------|---------|------------|------------|--------|---|