



Accreditation Report

Cesar Chavez High School

Cesar Chavez Academy

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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?

Cesar Chavez Academy High School (CCAHS) is a public charter high school authorized by Saginaw State University (SVSU) and managed by The Leona Group (TLG). There are currently 710 students enrolled at the high school.

CCAHS is located in southwest Detroit and is in the heart of Michigan's largest Hispanic/Latino community known as Mexican Town.

According to census data, southwest Detroit has been the part of the City that has maintained its population over the past several decades.

The majority of the population residing in census tracts defining the southwest Detroit boundary area is of Hispanic/Latino decent.

According to Data Driven Detroit, approximately 47% of the community, aged 18 years and older, earned a high school diploma. A very high percentage of households list Spanish as their primary language and there is a high percentage of two-parent households. The economic downturn that started in 2008 continues to plague the area and has resulted in more than 60% of adults, aged 18 years and older, either unemployed and/or not looking for work. The City of Detroit's unemployment rate has been reported to be as high as 30%. And, although the City's overall birthrate for women of child-bearing years decreased between 2000 and 2007, Hispanic/Latino births increased from 7.5% in 2000 to 11% in 2007. Hispanic/Latino births represent 10% of the City's overall births. 90% of all Hispanic/Latino births reside in the southwest Detroit. Finally, the majority of Hispanic/Latino births occur for women who have not earned a high school diploma.

Further, In addition to the constant threat of immigration enforcement, transportation, high-poverty, and language barriers present unique challenges to our population.

Community Demographics: 58.4% Hispanic/Latino; 29.7% Caucasian; 8.4% Black; 2.1% Multi-Racial

Student Demographics: 91% Hispanic/Latino; 4% Caucasian; 5% Black; 1% Multi-Racial, 1% Asian, 1% Pacific Islander

School's Purpose

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

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

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

Beliefs: We Believe every child is entitled to a safe and orderly learning environment. We Believe that all children will grow academically, socially, and physically. We Believe that family involvement in the educational process is integral to the success of the child. We Believe in meeting the diverse needs of our students. We Believe all students will be prepared to become positive, productive members of the community. We Believe that creativity in teaching is essential to the learning process.

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.

Notable Achievements:

1. U.S. News & World Report Best High Schools Bronze Ranking 2012 & 2013
2. Recognized by the American Institute for Research (AIR) for academic performance
3. Ranked #2 Public High School in Michigan (Mackinac Center for Public Policy, 2012)
4. Graduation Rate = 86% (2013 and 2014)
5. Ranked #4 out of 659 Michigan Public High Schools (2014)
6. Received letter grade of "B" from Excellent Schools Detroit (2014)

Areas for Improvement:

1. Improve ELL subgroup test scores
2. Improve transition programming for special education students
3. Improve % of graduates meeting ACT College Readiness Benchmarks
4. Increase graduation rate
5. Improve parental involvement
6. Improve transition for students from 8th grade to 9th grade

Additional Information

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

Our school is dedicated to preparing our students to be college and career ready. Approximately 90% of our students are applying and being admitted into post-secondary institutions and programs.

*We have established a transition program partnership with Michigan Rehabilitation Services and the Jewish Vocational Services for our special needs population.

*We currently offer five advanced placement courses.

* We also partner with Wayne County Community College district offering dual enrollment courses.

* We are also in a partnership with DTE Energy offering select students with co-op job opportunities.

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: 2.33

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Communication plan to stakeholders regarding the school's purpose 	Level 2

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"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •Survey results •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan 	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.

One of our strengths is that we do feel that our staff collectively shares beliefs and values about our school's purpose. We need to improve upon actually written documentation of communicating, reflecting, and revisiting our school's purpose more often. Our strength will be sustainable because the school's purpose, vision, beliefs, and values are always verbally communicated through principal's quick notes, staff meetings, committee meetings, grade-level meetings, etc. To improve upon our weakness we plan on revisiting, reflecting, and continuously discuss the school's purpose within our continuous school improvement process. We will make it a priority this year and the upcoming year to add this as a School Improvement agenda item and frequently discuss our schools' purpose and direction with all stakeholders.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. 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 all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data 	Level 3

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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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

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"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	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 communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan 	Level 3

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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">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	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 school has many strengths in this area. Our stakeholders noted that we have policies and procedures in place that help our school function effectively. Our leaders have autonomy to make decisions and also communicate with staff regularly. There is also an evaluation process in place, that was collectively created by stakeholder groups, and focuses on the improvement of instruction. This is sustained by improving upon the processes we already have in place. We will continue to revise and communicate policies and procedures using staff and student handbooks. Leaders will continue to use autonomy when making decision, but ensure that they will communicate decisions to all stakeholder groups such as parents, school board, staff, and students. The evaluation process was adopted by the staff, and will continue to be used when evaluating staff. Perception surveys will periodically be given to all stakeholders to gain feedback and make improvements in this area.

Our weakness or area to improve upon would be the utilization of the continuous school improvement process. We would like to increase participation in school improvement meetings and use that forum to involve stakeholders in more of a shared leadership.

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: 3.08

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"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques 	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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 2

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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 plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations 	Level 3

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"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	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.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

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

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.	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 all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

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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 meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 4

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 and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Every adult in our building is a mentor to our students. We have counselors, behavior interventionists, home-school liaisons, paraprofessionals, general teaching staff that mentor students. We also have various adults visiting from universities to support and mentor students. 	Level 4

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"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

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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.	•Brief explanation of alignment between professional learning and identified needs	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.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	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.

The stakeholders identified strengths as well as weaknesses in this area. Some of our strengths that were noted were:

1. Engaging and involving families in the teaching and learning process.
2. Building relationships with students, even after they leave our institution.

Some moderate strengths that we still need to make more systematic are provide instructional strategies to staff that increase student collaboration, self- reflection, and critical thinking skills and then monitoring those instructional strategies. We would also like to place more of an emphasis or focus on teacher mentoring and coaching.

One area that we need improvement upon is the monitoring and adjustment of curriculum, instruction, and assessment. We have a new district curriculum coach who has began working within our school to engage staff in the vertical and horizontal curriculum alignment. Our instructional coach will also give regular feedback to staff regarding pacing guides, lesson plans, assessments, and student engagement within the curriculum. Our plan is to also have the School Improvement team create goals for this area and plan additional necessary professional development opportunities.

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: 3.14

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"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 4

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 adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 4

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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.	•Budget related to media and information resource acquisition	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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use	Level 3

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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	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.

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We had more strengths than weaknesses in this standard. Our stakeholders noted that we do have policies and procedures in place for hiring and retaining highly qualified staff. We were also rated high in the area of having enough instructional time, material resources, and funds to meet the educational needs of our students. Our budgets are aligned to the educational needs of our students. We also can boast that our building is safe, clean, and a healthy environment that is conducive to learning. We offer many support services and through the RtI process we are able to determine who is in the greatest need for services.

An area that the stakeholders determined was in need of improvement is having an exceptional collection of media and informational resources. They would also like to have qualified personnel in sufficient numbers to assist with the learning tools and media collections. The stakeholders rated us limited in this area. Our plan for improvement in this area is to utilize the school improvement team and process; we will bring this concern or need to the team in the upcoming months. Our School Improvement team can create a plan to improve in this area.

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"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	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"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	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"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

Accreditation Report

Cesar Chavez High School

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">•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	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">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 3

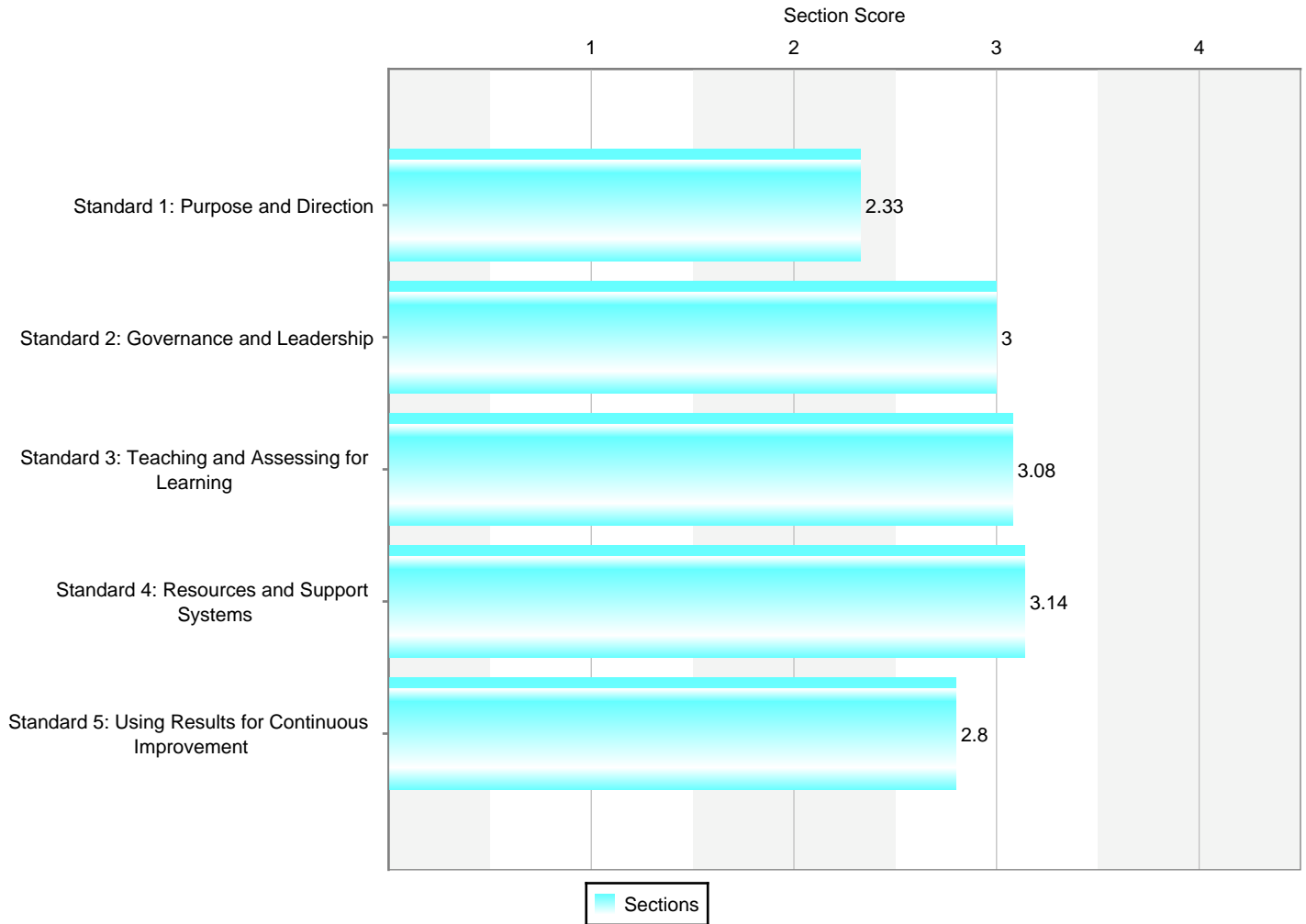
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

The stakeholders indicated that we do have policies and procedures in place for collecting and analyzing multiple sources of data to increase student achievement. Leaders monitor information regularly pertaining to student learning, student achievement, and school improvement goals.

Stakeholders identified a need for all staff to be assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. Since this need has been identified, our School Improvement team will work to prepare a professional development calendar, for the upcoming year, which includes more opportunities for staff to interact with data. Our School Improvement team will also include our district curriculum coach in suggestions for professional developments relating to this topic.

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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CCAHS Parent Survey Results Stakeholder Feedback Summary staff survey from district

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Student Survey- The highest level of satisfaction was with the quality of education offered. Some other areas that our students ranked high were:

that programs and services were readily available to help them succeed

that our purpose was clearly explained

that there are multiple assessments to check their understanding

and a variety of teaching methods and activities exist to assist them in attaining the skills needed for success.

Staff Survey- The highest level of satisfaction was that the staff feels that opportunities for students to participate in activities that interest them are provided and that multiple assessments are used to determine student learning. Some other areas that ranked high with staff were: that our school has a continuous improvement process based on data, goals, actions, and measures for growth, our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning, all teachers use a process to inform students of their learning expectations.

Parent Survey

Overall the parent surveys were positive. Some areas of highest satisfaction were:

-parents rated this academy a good school

-parents felt that they got timely information from the academy about what is happening in the school

-parents felt discipline is handled appropriately

-parents felt that their children were safe and secure

91.8% of parents said they would send their child to this academy next year and 96,2% of parents said they would recommend this academy to others.

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

Looking at the stakeholder surveys from last year to this year we found many areas that ranked similarly. Our overall scores from the Student Surveys last year were a 3.75, while this years were a 3.62. Our Staff surveys resulted in a 3.62 last year, overall, compared to this years 3.81. The student surveys showed a slight increase in satisfaction indicating " a high quality education is offered". The staff surveys show a 10% increase indicating that "all teachers in our schools regularly use instructional strategies that require student collaboration, self reflection, and development of critical thinking skills."

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

The Self-Assessment results were consistent with the staff surveys this year. The highest rated strand in the Self-Assessment was

Resources and Support Systems with a score of 3.14. The staff survey questions within this strand ranked highly, as well, with ranges from 3.5-4.0 scores.

Areas in Need of Improvement

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

Staff Surveys-

Some lower areas of satisfaction from the staff were:

In our school a formal process is in place to support new staff members and their professional practice. 32.61% Agreed, 30.43% Neutral, 19.57% Disagree, and 2.17% Strongly Disagree

- In our school a formal structure exists so that each student is well known by at least one adult advocate in the school who supports the students' educational experience. 36.96% Agree, 15.22% Neutral, 15.22% Disagree, 2.17% Strongly Disagree

-In our school all stakeholders are informed of policies, processes, and procedures related to grading and reporting. 34.78% Agree, 39.18% Neutral, 6.52% Disagree, 2.17% Strongly Disagree

Student Surveys-

Some areas of lower satisfaction with students were:

- In my school all students are treated with respect. Only 38.81% of students agreed, 11.54% Disagreed, and 3.5% Strongly Disagreed

-In my school students treat adults with respect. Only 33.45% Agreed, 12.68% Disagreed, and 3.52% Strongly Disagreed

-In my school students respect the property of others. Only 36.3% Agree, 33.81% were Neutral, 12.1% Disagree, 5.69% Strongly Disagree

-In my school students help each other even if they are not friends. 33.45% Agree, 31.67% Neutral, 16.73% Disagree, 8.19% Strongly Disagree

Parent Surveys

Of the parents that were surveyed we had difficulties finding any areas of dissatisfaction from parents. We will continue to survey parents throughout the year to determine if there are any areas of dissatisfaction.

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

Looking at the stakeholder surveys from last year to this year we found many areas that ranked similarly. Our overall scores from the Student Surveys last year were a 3.75, while this years were a 3.62. Our Staff surveys resulted in a 3.62 last year, overall, compared to this years 3.81. An area showing a decrease in stakeholder satisfaction "Our school provides qualified staff members to support student learning and student support services, protected instructional time, and a plan for the acquisition and support of technology to support student learning."

What are the implications for these stakeholder perceptions?

The staff stakeholder perceptions could potentially lead to lower levels of academic success. To counteract this perception and possible implications we will:

- increase planning of school wide assessments during non-instructional time, possibly orientations

-specified time for school-wide announcements

-additional paraprofessional support

-use technology to the fullest

The student stakeholder perceptions regarding low levels of respect could contribute to poor teacher-student relationships. To counteract this perception:

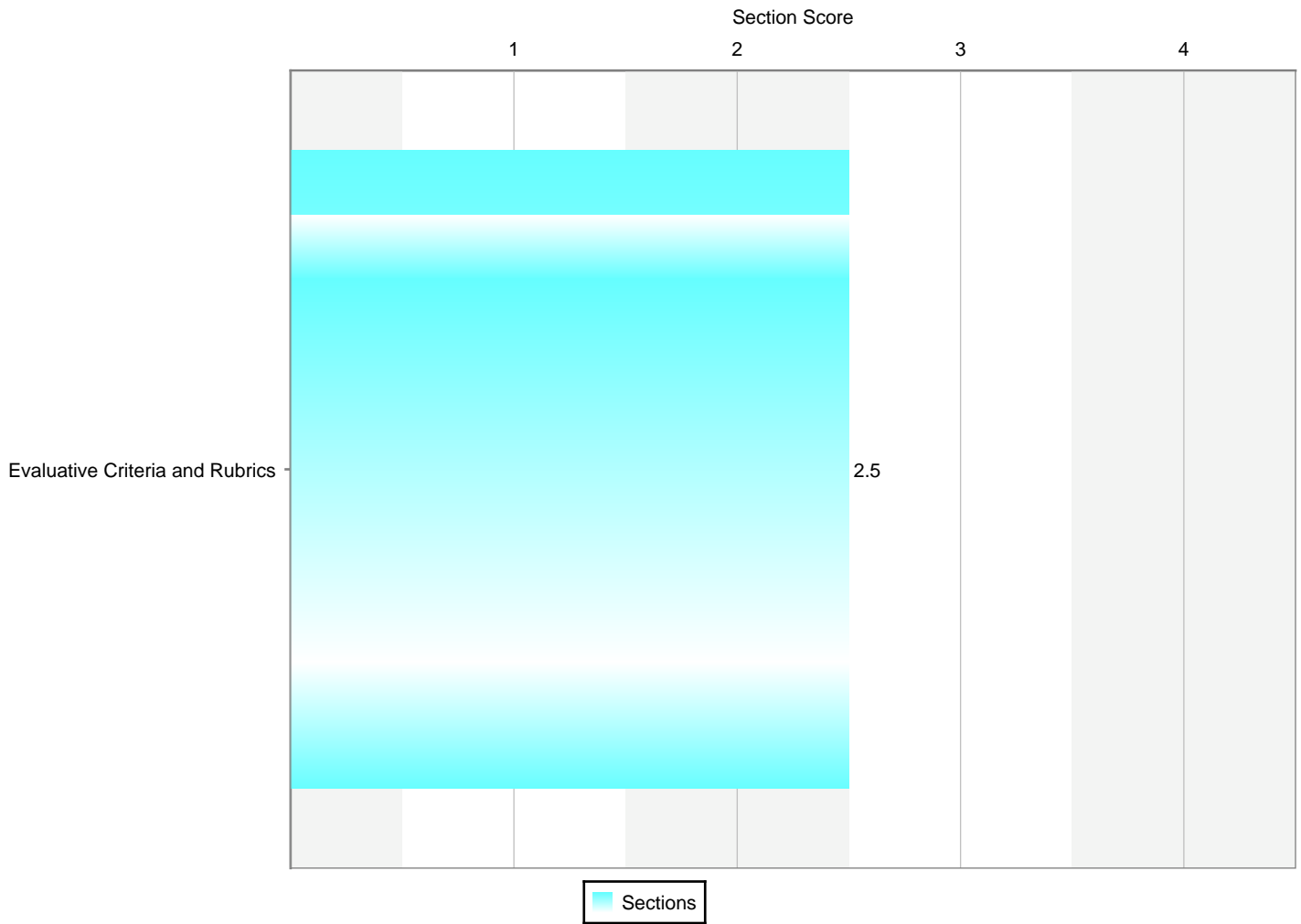
- more professional development working towards building respectful relationships
- increase teacher/student mentoring
- establishing stronger teacher/parent communication and relationships

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

The above reported findings slightly differed from the results of the Interim Self-Assessment. The staff rated the standards higher on their personal surveys than in the self-assessment that was completed in stakeholder groups. The staff surveys results were fairly consistent with one another from 2013-2014 to 2014-2015 in all standards.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Data Document HS MME Trend Data ACT History Graph MME Graph Scantron Benchmark

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

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

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

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

Areas of Notable Achievement

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

All content areas have met the State-issued proficiency targets for the 2013-14 school year, with the exception of Math. Math, however, has out-performed all other content areas in the ACT, the Practice ACTs, ACT Explore, and ACT Plan.

Based on our students' socioeconomic status and when factoring ethnicity/race Cesar Chavez High School students have out performed their peer of a similar demographic. i.e. Bridge Magazine, Mackinaw Center for Public Policy, U.S. News and World Report, and Excellent Schools Detroit

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

All content areas have shown a positive trend since 2010. Math has trended upwards except within the ACT Plan and MME. Science has trended upwards in every assessment, except for a 0.2 point drop off on the ACT Explore. All other areas have increased since 2010 in all assessments. Writing in particular has seen great growth on the MME since 2010 -- proficiency rates have gone from 8% to 26%.

Which area(s) indicate the overall highest performance?

For MME, Reading scores are highest at 34% proficient. Science scores are the highest on the ACT Plan and Explore. Math has the highest scores on the ACT.

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

While ELL students and Special Education students are struggling to meet state standards on assessments, these groups are both making gains in Scantron Testing (Reading and Mathematics).

Between which subgroups is the achievement gap closing?

The achievement gap is closing for females in Math, based on State Assessment data from 2011 to 2014. The same can be said for females in Reading over that same period of time.

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

Findings are consistent with State Assessment results, Scantron results, Rtl data and report cards,

Areas in Need of Improvement

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

In comparison to the state standards for performance, we are below average. However, we have still met our proficiency targets in all subjects. ELL scores are below targeted areas for proficiency. In addition, Math scores did not meet the State proficiency target for 2013-14.

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

There are no specific content areas that are trending downward, however the ELL student population continues to struggle to achieve proficiency targets, especially in Math and Reading.

Which area(s) indicate the overall lowest performance?

ELL testers score the lowest on State assessments. In addition, the bottom 30 percent have not met State proficiency target for the past 3 years.

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

The bottom 30 percent routinely struggle to make gains on State assessments. In addition, the ELL student population struggles to meet state standards.

Between which subgroups is the achievement gap becoming greater?

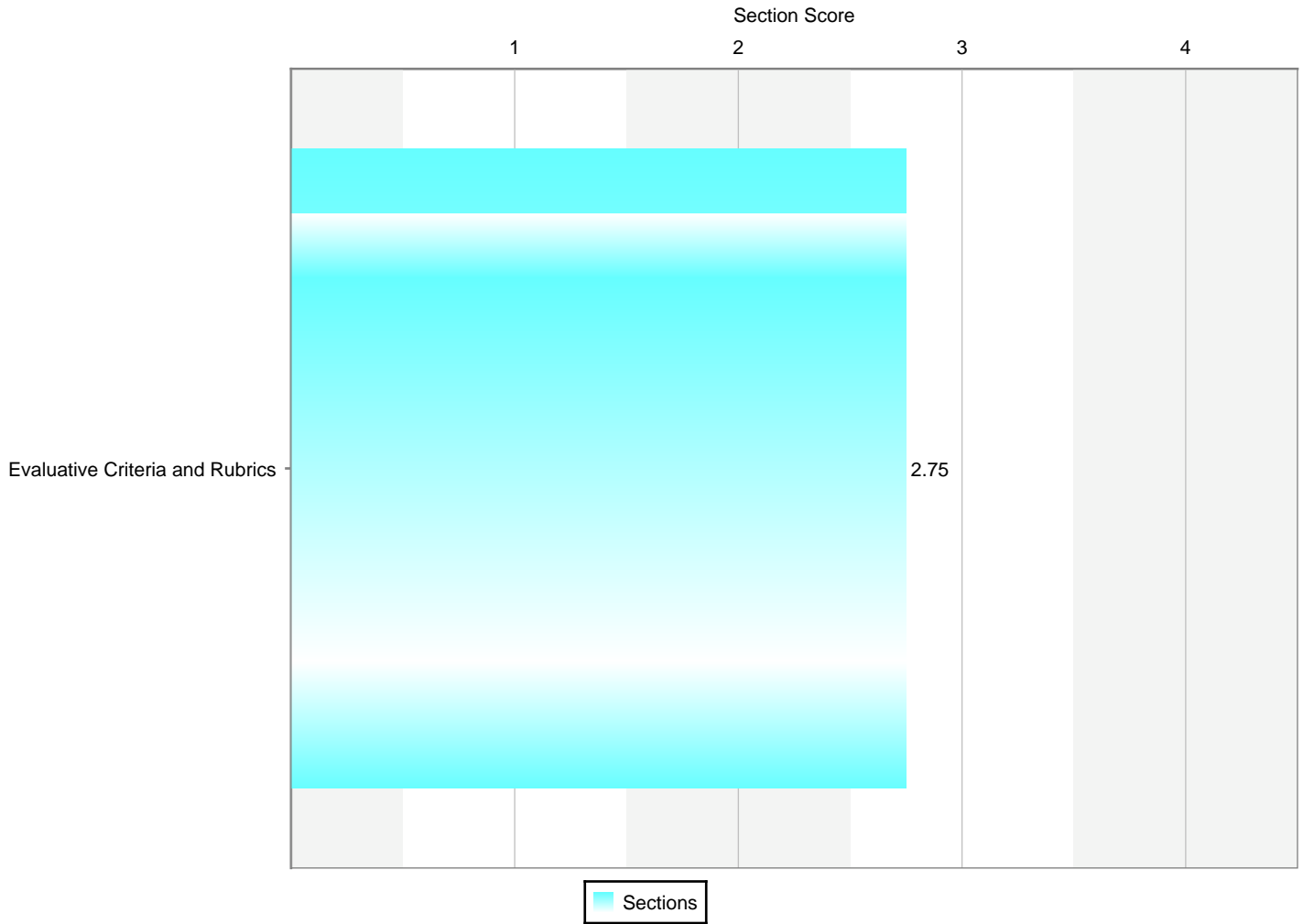
The achievement gap for the ELL subgroup is becoming greater.

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

Findings are consistent with State Assessment results, Scantron results, RtI data and report cards,

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.	<p>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:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes	Core values for César Chávez Academy District are embedded the vision and mission statement. In 2013-2014, the CCA's charter school authorizer, Saginaw Valley State University (SVSU) made recommendations that would enhance the vision and mission statement.. During the District School Improvement meeting, building representatives discussed the proposed changes, then presented them to 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		

CCAHS 2014-2015

Overview

Plan Name

CCAHS 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reading Improvement	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$9000
2	Writing Improvement	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$36000
3	Mathematics Improvement	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$58950
4	Science Improvement	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$39928
5	Social Studies Improvement	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$53180

Goal 1: Reading Improvement

Measurable Objective 1:

43% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Reading by 06/30/2015 as measured by MME/ACT standardized tests..

Strategy 1:

Classroom Interventions - Teachers will continuously modify and improve upon instruction through teaching strategies that are monitored and enhanced with collection and analysis of relevant classroom data

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator's Guide to Data-Driven Decision Making." Todd McIntire. Technology & Learning, June 2002.

"Cooking with Data to Reduce Achievement Gaps." Craig Jerald. ENC Focus, electronic version, Volume 10, Number 1.

"Data Analysis in Administrators' Hands. An Oxymoron?" Theodore B. Creighton. The School Administrator, April 2001.

"Data in Your Hands." Raymond Yeagley. The School Administrator, April 2001.

"Data: Mining with a Mission." Judy Salpeter. Technology & Learning, March 2004.

"How Data Can Help: Putting Information to Work to Raise Student Achievement." Jane Armstrong and Katy Anthes. American School Board Journal, November 2001.

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." Nancy Protheroe. ERS Spectrum, Summer 2001.

"An Interview with Nancy Love: Building a Professional Learning Community." Ken Mayer. ENC Focus, electronic version, Volume 10, Number 1.

"Making Sense of the Data. Overview of the K-12 Data Management and Analysis Market."
A report produced by Eduventures, Inc., November 2003.

"Software Enabling School Improvement through Analysis of Student Data." Report No. 67, published by the Center for Research on the Education of Students Placed At Risk, a national research and development center supported by a grant from the Institute of Education Sciences, U.S. Department of Education; January 2004. For a full copy of the report:
www.csos.jhu.edu/systemics/datause.htm.

"Turning Skeptics into Supporters." Elaine M. Coffin and Laura M. Seese. ENC Focus, electronic version, Volume 10, Number 1.

"Uses and Abuses of Data." Nancy Love. ENC Focus, electronic version, Volume 10, Number 1.

"Using Data to Improve Schools: What's Working." A report produced by the American

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Association of School Administrators, 2002.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful.	Direct Instruction			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All ELA Staff, including Teachers, Support Staff and Para-Professionals.
Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to apply in their learning.	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student	Evaluation			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All ELA Staff, including Teachers, Support Staff and Para-Professionals.

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Strategy 2:

Close and Critical Reading - Reading critically is the act of making meaning with and through a text. Students benefit from the explicit instruction of close and critical reading as teachers guide them toward comprehension and interpretation.

Research Cited: Mission Literacy (<http://missionliteracy.com/>)

Foundation for Critical Thinking (<http://www.criticalthinking.org/>)

Harvard Library's Six Reading Habits (<http://guides.hcl.harvard.edu/sixreadinghabits>)

National Council of English Teachers' Position on Reading Critically (<http://www.ncte.org/positions/reading>)

Northwest Evaluation Association (<http://www.nwea.org/>)

Tier:

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction			09/02/2014	06/30/2015	\$3000	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning			09/02/2014	06/30/2015	\$3000	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Evaluation			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	Teachers and support staff personal.

Goal 2: Writing Improvement

Measurable Objective 1:

44% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Writing by 06/30/2015 as measured by ACT/MME state standardized assessments..

Strategy 1:

Classroom Interventions - Teachers will continuously modify and improve upon instruction through teaching strategies that are monitored and enhanced with collection and analysis of relevant classroom data.

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator's Guide to Data-Driven Decision Making." Todd McIntire. Technology & Learning, June 2002.

"Cooking with Data to Reduce Achievement Gaps." Craig Jerald. ENC Focus, electronic version, Volume 10, Number 1.

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center supported by a grant from the Institute of Education Sciences, U.S. Department of Education;

January 2004. For a full copy of the report:

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"Uses and Abuses of Data." Nancy Love. ENC Focus, electronic version, Volume 10, Number 1.

"Using Data to Improve Schools: What's Working." A report produced by the American Association of School Administrators, 2002.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction, which is to include modifying lessons, assignments, seating arrangements, and time allotment, within all English Language Arts classes based on individual needs.	Direct Instruction			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Staff, including Teachers, Support Staff and Para-Professionals.

Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student.	Implementation			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Staff

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Strategy 2:

Targeted Writing Instruction - Teachers will focus instruction to increase the ability to write an audience appropriate, grammar correct, evidence supported, and well organized essay. Students will be able to chart their own writing growth according to the ACT writing rubric.

Research Cited: Education Northwest (<http://educationnorthwest.org/traits>)

International Reading Association (<http://www.readwritethink.org/>)

NCTE Position on Writing (<http://www.ncte.org/positions/writing>)

Partnership for 21st Century Skills (<http://www.p21.org/overview/skills-framework>)

Tier:

Activity - Lesson Modification	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of the Targeted Writing Instruction Strategy within the classroom using the ACT rubric.	Evaluation			09/02/2014	06/30/2015	\$13000	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from, focused training on, and how to teach with the Improved Student Writing Strategies.	Professional Learning			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - Usage Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a writing proficiency assessment and administer it three times a year to gauge student understanding and mastery of writing skills taught through the ELA Writing Improvement Learning Strategy.	Evaluation			09/02/2014	06/30/2015	\$500	Title I School Improvement (ISI)	All English Language Arts Instructors
Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our At-Risk population by assisting students that are identified through our Teacher driven RTI process.	Professional Learning			09/02/2014	06/30/2015	\$20000	Section 31a	Teachers and support staff personal.

Goal 3: Mathematics Improvement

Measurable Objective 1:

35% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Mathematics by 06/30/2015 as measured by MME/ACT standardized tests..

Strategy 1:

Data Based Curriculum Modifications - Teachers will continuously modify curriculum through assessment, data analysis and collaborative dialogue.

Research Cited: "Making Sense of the Data. Overview of the K-12 Data Management and Analysis Market."

A report produced by Eduventures, Inc., November 2003.

Tier:

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborative, structured, scheduled meetings that focus on curriculum revision and data analysis. Small department teams that examine data generated from common assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Professional Learning			09/02/2014	06/30/2015	\$40000	Title I Schoolwide	All Mathematics Instructors

Strategy 2:

Teaching with Technology - Teachers will facilitate the usage of technology within the classroom to increase engagement and foster improvement in achievement across all Mathematics scores.

Research Cited: "Overall, the findings indicate that the use of handheld technology had a positive impact on student performance." (Burrill, 2002)

"The more access students had to graphing calculators, and the more graphing calculators were used during algebra instruction, the higher the students' end-of-course test scores (taken without the use of the calculators)." (Heller, 2005)

"Student scores were significantly higher for teachers who reported participating in trainings on how to use a graphing calculator, or other computerized graphing technology. Conversely, students scored significantly lower when their teachers reported being self-taught using the graphing calculator manual." (Heller, 2005)

"Taken together, these results demonstrate a general advantage for low-achieving students from using handheld graphing technology as an integrated part of a precalculus-level course." (IESD, 2003)

Burrill, G., Allison, J., Breaux, G., Kastberg, S., Leatham, K., & Sanchez, W. (2002). Handheld graphing

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technology at the secondary level: Research findings and implications for classroom practice. Dallas, TX: Texas Instruments.

Heller, Joan; Curtis, Deborah; Jaffe, Rebecca and Verboncouer, Carol (2005). "Impact of Handheld Graphing Calculator Use on Student Achievement in Algebra 1."

Interactive Educational Systems Design (IESD), Inc. (2003). Using Handheld Graphing Technology in Secondary Mathematics: What Scientifically Based Research Has to Say.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach with new mathematics hardware and software.	Professional Learning			09/02/2014	06/30/2015	\$16950	Title I Schoolwide	All mathematics instructors

Activity - Proficiency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and a graphing calculator usage proficiency assessment and administer it as a pre and post test to gauge student understanding, retention and mastery of new technology within the classroom.	Monitor			09/02/2014	06/30/2015	\$0	No Funding Required	All mathematics instructors

Activity - Mathematics Progress Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will administer a comprehensive standardized pre and post test to all math students as a tool to measure overall efficacy of the Teaching with Technology Strategy.	Evaluation			09/02/2014	06/30/2015	\$2000	Title I Schoolwide	All mathematics instructors

Goal 4: Science Improvement

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Science by 06/30/2015 as measured by MME/ACT standardized tests..

Strategy 1:

Classroom Interventions - Teachers will continuously modify and improve upon instruction through teaching strategies that are monitored and enhanced with collection and analysis of relevant classroom data.

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator's Guide to Data-Driven Decision Making." Todd McIntire. Technology & Learning, June 2002.

"Cooking with Data to Reduce Achievement Gaps." Craig Jerald. ENC Focus, electronic version, Volume 10, Number 1.

"Data Analysis in Administrators' Hands. An Oxymoron?" Theodore B. Creighton.

The School Administrator, April 2001.

"Data in Your Hands." Raymond Yeagley. The School Administrator, April 2001.

"Data: Mining with a Mission." Judy Salpeter. Technology & Learning, March 2004.

"How Data Can Help: Putting Information to Work to Raise Student Achievement." Jane Armstrong and Katy Anthes. American School Board Journal, November 2001.

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." Nancy Protheroe. ERS Spectrum, Summer 2001.

"An Interview with Nancy Love: Building a Professional Learning Community." Ken Mayer. ENC Focus, electronic version, Volume 10, Number 1.

"Making Sense of the Data. Overview of the K-12 Data Management and Analysis Market."

A report produced by Eduventures, Inc., November 2003.

"Software Enabling School Improvement through Analysis of Student Data." Report No. 67, published by the Center for Research on the Education of Students Placed At Risk, a national research and development center supported by a grant from the Institute of Education Sciences, U.S. Department of Education;

January 2004. For a full copy of the report:

www.csos.jhu.edu/systemics/datause.htm.

"Turning Skeptics into Supporters." Elaine M. Coffin and Laura M. Seese. ENC Focus, electronic version, Volume 10, Number 1.

"Uses and Abuses of Data." Nancy Love. ENC Focus, electronic version, Volume 10, Number 1.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide students with differentiated instruction within all Mathematics classes based on individual needs.	Other			09/02/2014	06/30/2015	\$3428	Section 31a, Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Para-Professionals.
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Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Other			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Science Instructors

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student.	Other			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Science Instructors

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Other			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Para-Professionals.

Strategy 2:

Critically Read and Analyze Scientific Literature - Teachers will teach students to critically read and analyze scientific literature to enhance reading skills and a better understanding in science. Teachers will assess quarterly to determine the progress.

Research Cited: Baldi, S., Jin, Y., Skemer, M., Green, P. J., & Herget, D. (2007). Highlights from PISA 2006: Performance Marshall, J. C., Smart, J., & Horton, R. M. (2010). The design and validation of EQUIP: An instrument to assess inquiry-based instruction. *International Journal of Science and Mathematics Education*, 8, 299-321.

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- National Academy of Sciences. (2007). *Rising above the gathering storm: Energizing and employing America for a brighter economic future*. Washington, DC: National Academies Press.
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
- National Council of Teachers of Mathematics. (2006). *Curriculum focal points*. Reston, VA: Author.
- National Research Council. (1996). *National science education standards*. Washington, DC: National Academies Press.
- National Research Council. (2000). *Inquiry and the national science education standards: A guide for teaching and learning*. Washington, DC: National Academies Press.
- Piaget, J. (1970). Piaget's theory. In P. H. Mussen (Ed.), *Carmichael's manual of child psychology* (pp. 703-732). New York: Wiley.
- Sanders, W., & Rivers, J. (1996). *Cumulative and residual effects of teachers on future student academic achievement* (University of Tennessee Value-Added Research and Assessment Center).
- Schmidt, W. H., McNight, C. C., & Raizen, S. A. (2002). *A splintered vision: An investigation of U.S. science and mathematics education*.
- Tomlinson, C. A., & McTighe, J. (2003). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: ASCD.
- of U.S. 15-year-old students in science and mathematics literacy in an international context (NCES 2008-016). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school* (expanded ed.). Washington, DC: National Academies Press.
- Bybee, R. W., Taylor, J. A., Gardner, A., Scotter, P. V., Powell, J. C., Westbrook, A., et al. (2006). *The BSCS 5E instructional model: Origins, effectiveness, and applications*. Colorado Springs, CO: BSCSo.
- Donovan, M. S., & Bransford, J. D. (2005). *How students learn? Science in the classroom*. Washington, DC: National Academy Press.
- Eisenkraft, A. (2003). Expanding the 5E model: A proposed 7E model emphasizes transfer of learning and the importance of eliciting prior understanding. *The Science Teacher*, 70, 56-59.
- Friedman, T. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.

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Grigg, W. S., Lauko, M. A., & Brockway, D. M. (2006). The nation's report card: Science 2005 (NCES 2006-466).

Lee, J., Grigg, W., & Dion, G. (2007). The nation's report card: Mathematics 2007 (NSES 2007-494). Retrieved May 15, 2008, from

Llewellyn, D. (2002). Inquiry within: Implementing inquiry-based science standards. Thousand Oaks, CA: Corwin Press.

Marshall, J. C., Horton, B., & Smart, J. (2009). 4E x 2 Instructional Model: Uniting three learning constructs to improve praxis in science and mathematics classrooms. Journal of Science Teacher Education, 20, 501-516.

Marshall, J. C., Horton, B., Smart, J., & Llewellyn, D. (2008). EQUIP: Electronic Quality of Inquiry Protocol.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from, focused training on, and how to teach through Scientific Inquiry.	Professional Learning			09/02/2014	06/30/2015	\$15000	Title I Schoolwide	All Science Instructors
Activity - Pre-Post Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science Teachers will administer an ACT style pre/post test to all science students as a tool to measure overall effectiveness of the Teaching through Inquiry Strategy.	Other			09/02/2014	06/30/2015	\$0	No Funding Required	All Science Instructors.
Activity - Scientific Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Other			09/02/2014	06/30/2015	\$0	No Funding Required	All Science Instructors
Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our At-Risk population by assisting students that are identified through our Teacher driven RTI process.	Other			09/02/2014	06/30/2015	\$20000	Section 31a	Teachers and support staff personal.

Goal 5: Social Studies Improvement

Measurable Objective 1:

38% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Social Studies by 06/30/2015 as measured by the Michigan Merit Examination (MME).

Strategy 1:

Classroom Interventions - Teachers will continuously modify and improve upon instruction through teaching strategies that are monitored and enhanced with collection and analysis of relevant classroom data.

Research Cited: "Beyond the Numbers." S. White, 2005

"The Administrator's Guide to Data-Driven Decision Making." Todd McIntire. Technology & Learning, June 2002.

"Cooking with Data to Reduce Achievement Gaps." Craig Jerald. ENC Focus, electronic version, Volume 10, Number 1.

"Data Analysis in Administrators' Hands. An Oxymoron?" Theodore B. Creighton. The School Administrator, April 2001.

"Data in Your Hands." Raymond Yeagley. The School Administrator, April 2001.

"Data: Mining with a Mission." Judy Salpeter. Technology & Learning, March 2004.

"How Data Can Help: Putting Information to Work to Raise Student Achievement." Jane Armstrong and Katy Anthes. American School Board Journal, November 2001.

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." Nancy Protheroe. ERS Spectrum, Summer 2001.

"An Interview with Nancy Love: Building a Professional Learning Community." Ken Mayer. ENC Focus Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs.	Academic Support Program			09/02/2014	06/30/2015	\$3400	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Para-Professionals

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Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Social Studies Instructors
Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Social Studies Instructors
Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Academic Support Program			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Social Studies Staff, including Teachers, Support Staff and Para-Professionals

Strategy 2:

Improving Text Comprehension - Teachers will create and administer lessons to students that foster the mastery of Social Studies text comprehension

Research Cited: Riley, C. (1999, November). Evidential understanding, period, knowledge and the development of literacy:

A practical approach to 'Layers of Inference' for Key Stage 3. Teaching History, 97, 6-12

Wineburg, S. (2001) Historical thinking and other unnatural acts. Philadelphia: Temple University.

Haystead, M. W., & Marzano, R. J. (2009). Meta-analytic synthesis of studies conducted at Marzano Research Laboratory on instructional strategies. Englewood, CO:

Marzano Research Laboratory.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will benefit from focused training on teaching with a greater focus on text comprehension.	Professional Learning			09/02/2014	06/30/2015	\$3080	Title I Schoolwide	All Social Studies Instructors
Activity - Content Reading Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program			09/02/2014	06/30/2015	\$0	No Funding Required	All Social Studies Instructors
Activity - Pre-Post Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies Teachers will administer an MME style pre/post test to all social studies students as a tool to measure overall effectiveness of the Text Comprehension Strategy.	Academic Support Program			09/02/2014	06/30/2015	\$0	No Funding Required	All Social Studies Instructors
Activity - Best Practice Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies Teachers will be required to collect/analyze student work that shows evidence that best practices (i.e. use of historical inquiry, source evaluation, graphic organizers, graphs, maps, charts and tables to improve interpretation) are being implemented within the classroom.	Academic Support Program			09/02/2014	06/30/2015	\$5200	Other, Title I Schoolwide	All Social Studies Instructors
Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our At-Risk population by assisting students that are identified through our teacher driven RTI process	Academic Support Program			09/02/2014	06/30/2015	\$40000	Section 31a	Teachers and support personal
Activity - Expansion of Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary. Quarterly assessments will be given to monitor progress of students.	Academic Support Program			09/02/2014	06/30/2015	\$0	Title I Part A	All Social Studies Instructors, Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Teachers will provide students with differentiated instruction within all Mathematics classes based on individual needs.	Other			09/02/2014	06/30/2015	\$2928	All Science Staff, including Teachers, Support Staff and Para-Professionals.
At Risk Support Staff	Department specific support staff member that addresses our At-Risk population by assisting students that are identified through our teacher driven RTI process	Academic Support Program			09/02/2014	06/30/2015	\$40000	Teachers and support personal
At Risk Support Staff	Department specific support staff member that addresses our At-Risk population by assisting students that are identified through our Teacher driven RTI process.	Other			09/02/2014	06/30/2015	\$20000	Teachers and support staff personal.
At Risk Support Staff	Department specific support staff member that addresses our At-Risk population by assisting students that are identified through our Teacher driven RTI process.	Professional Learning			09/02/2014	06/30/2015	\$20000	Teachers and support staff personal.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scientific Inquiry	Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Other			09/02/2014	06/30/2015	\$0	All Science Instructors

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Content Reading Assessments	Teachers will be responsible for drafting a Social Studies Reading/Data Comprehension assessment and administer it four times a year to gauge student understanding and mastery of Social Studies Text Comprehension	Academic Support Program			09/02/2014	06/30/2015	\$0	All Social Studies Instructors
Pre-Post Assessment	All Science Teachers will administer an ACT style pre/post test to all science students as a tool to measure overall effectiveness of the Teaching through Inquiry Strategy.	Other			09/02/2014	06/30/2015	\$0	All Science Instructors.
Proficiency Assessment	Teachers will develop and a graphing calculator usage proficiency assessment and administer it as a pre and post test to gauge student understanding, retention and mastery of new technology within the classroom.	Monitor			09/02/2014	06/30/2015	\$0	All mathematics instructors
Pre-Post Assessment	All Social Studies Teachers will administer an MME style pre/post test to all social studies students as a tool to measure overall effectiveness of the Text Comprehension Strategy.	Academic Support Program			09/02/2014	06/30/2015	\$0	All Social Studies Instructors

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Expansion of Academic Vocabulary	All Social Studies Instructors will use best practice strategies that lead to expansion and retention of academic vocabulary. Quarterly assessments will be given to monitor progress of students.	Academic Support Program			09/02/2014	06/30/2015	\$0	All Social Studies Instructors, Instructional Coach

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program			09/02/2014	06/30/2015	\$500	All English Language Arts Instructors

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Common Formative and Summative Assessments	Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student	Evaluation			09/02/2014	06/30/2015	\$500	All English Language Arts Instructors
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to apply in their learning.	Academic Support Program			09/02/2014	06/30/2015	\$500	All English Language Arts Instructors
At Risk Support Staff	Department specific support staff member that addresses our at-risk population by assisting students that are identified through our teacher driven RtI process	Academic Support Program			09/02/2014	06/30/2015	\$500	Teachers and support staff personal.
Usage Mastery	Teachers will be responsible for drafting a reading proficiency assessment and administer it four times a year to gauge student understanding and mastery of reading comprehension skills taught through the Close and Critical Reading Learning Strategy.	Evaluation			09/02/2014	06/30/2015	\$500	All English Language Arts Instructors
Professional Development	Teachers will benefit from focused training on how to teach Close and Critical Reading strategies within the classroom.	Professional Learning			09/02/2014	06/30/2015	\$3000	All English Language Arts Instructors
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of Close and Critical Reading strategies within the classroom.	Direct Instruction			09/02/2014	06/30/2015	\$3000	All English Language Arts Instructors
Response to Intervention	Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Academic Support Program			09/02/2014	06/30/2015	\$500	All English Language Arts Staff
Lesson Modification	Teachers will modify weekly lesson plans to show how their instruction changed due to the introduction and presence of the Targeted Writing Instruction Strategy within the classroom using the ACT rubric.	Evaluation			09/02/2014	06/30/2015	\$13000	All English Language Arts Instructors
Usage Mastery	Teachers will be responsible for drafting a writing proficiency assessment and administer it three times a year to gauge student understanding and mastery of writing skills taught through the ELA Writing Improvement Learning Strategy.	Evaluation			09/02/2014	06/30/2015	\$500	All English Language Arts Instructors

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Common Formative and Summative Assessments	Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student.	Implementation			09/02/2014	06/30/2015	\$500	All English Language Arts Instructors
Response to Intervention	Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Academic Support Program			09/02/2014	06/30/2015	\$500	All ELA Staff, including Teachers, Support Staff and Para-Professionals.
Professional Development	Teachers will benefit from, focused training on, and how to teach with the Improved Student Writing Strategies.	Professional Learning			09/02/2014	06/30/2015	\$500	All English Language Arts Instructors
Differentiated Instruction	Teachers will provide students with differentiated instruction, which is to include modifying lessons, assignments, seating arrangements, and time allotment, within all English Language Arts classes based on individual needs.	Direct Instruction			09/02/2014	06/30/2015	\$500	All English Language Arts Staff, including Teachers, Support Staff and Para-Professionals.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will benefit from focused training on how to teach with new mathematics hardware and software.	Professional Learning			09/02/2014	06/30/2015	\$16950	All mathematics instructors
Common Formative and Summative Assessments	Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student	Academic Support Program			09/02/2014	06/30/2015	\$500	All Social Studies Instructors
Mathematics Progress Assessment	All mathematics teachers will administer a comprehensive standardized pre and post test to all math students as a tool to measure overall efficacy of the Teaching with Technology Strategy.	Evaluation			09/02/2014	06/30/2015	\$2000	All mathematics instructors

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Response to Intervention	Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Other			09/02/2014	06/30/2015	\$500	All Science Staff, including Teachers, Support Staff and Para-Professionals.
Data Teams	Teachers will participate in collaborative, structured, scheduled meetings that focus on curriculum revision and data analysis. Small department teams that examine data generated from common assessments. Data teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.	Professional Learning			09/02/2014	06/30/2015	\$40000	All Mathematics Instructors
Best Practice Evidence	All Social Studies Teachers will be required to collect/analyze student work that shows evidence that best practices (i.e. use of historical inquiry, source evaluation, graphic organizers, graphs, maps, charts and tables to improve interpretation) are being implemented within the classroom.	Academic Support Program			09/02/2014	06/30/2015	\$2000	All Social Studies Instructors
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Other			09/02/2014	06/30/2015	\$500	All Science Instructors
Differentiated Instruction	Teachers will provide students with differentiated instruction within all English Language Arts classes based on individual needs. This is to include modifications made to lessons, assignments, expectations, grading, and any other area in the classroom which would help all students be successful.	Direct Instruction			09/02/2014	06/30/2015	\$500	All ELA Staff, including Teachers, Support Staff and Para-Professionals.

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Differentiated Instruction	Teachers will provide students with differentiated instruction within all Social Studies classes based on individual needs.	Academic Support Program			09/02/2014	06/30/2015	\$3400	All Social Studies Staff, including Teachers, Support Staff and Para-Professionals
Professional Development	Teachers will benefit from, focused training on, and how to teach through Scientific Inquiry.	Professional Learning			09/02/2014	06/30/2015	\$15000	All Science Instructors
Differentiated Instruction	Teachers will provide students with differentiated instruction within all Mathematics classes based on individual needs.	Other			09/02/2014	06/30/2015	\$500	All Science Staff, including Teachers, Support Staff and Para-Professionals.
Professional Development	Teachers will benefit from focused training on teaching with a greater focus on text comprehension.	Professional Learning			09/02/2014	06/30/2015	\$3080	All Social Studies Instructors
Common Formative and Summative Assessments	Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student.	Other			09/02/2014	06/30/2015	\$500	All Science Instructors
Sheltered Instruction Observation Protocol (SIOP)	Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Academic Support Program			09/02/2014	06/30/2015	\$500	All Social Studies Instructors
Response to Intervention	Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Academic Support Program			09/02/2014	06/30/2015	\$500	All Social Studies Staff, including Teachers, Support Staff and Para-Professionals

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Best Practice Evidence	All Social Studies Teachers will be required to collect/analyze student work that shows evidence that best practices (i.e. use of historical inquiry, source evaluation, graphic organizers, graphs, maps, charts and tables to improve interpretation) are being implemented within the classroom.	Academic Support Program			09/02/2014	06/30/2015	\$3200	All Social Studies Instructors