School Improvement Plan

Cesar Chavez High School

Cesar Chavez Academy

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CCAHS 2014-2015

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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 686 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 tracks 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.

Mission: To provide an opportunity for all students to learn in a safe atmosphere of academic excellence.

Vision: Cesar Chavez Academy High School will become the premier college preparatory not only in Michigan, but the nation as well.

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)
4. Made AYP in 2009 and 2012 (Did not make AYP in 2010 because of Graduation Rate and 2011 because of subgroup Reading)
5. Graduation Rate = 86% (2013)

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

Additional Information

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

N/A

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Cesar Chavez Academy High School (CCAHS) is committed to engaging stakeholders in the development of its school improvement plan. Stakeholders include Instructional and Non-Instructional staff; Student Representative; Member of the Board of Director's; Member from the Community; and a Parent.
The CCAHS school improvement team meets on the second Friday of each month from 3:15 pm - 5:00 pm. All staff are invited to attend school improvement meetings via email reminders.

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

The CCAHS school improvement plan was primarily developed by the Lead Teachers of each of content area and their respective teams. CCAHS staff is provided extensive opportunities to meet and thoroughly discuss all activities within their content areas with an emphasis on improving student academic performance. This time also affords content teams to review their SIP goals, strategies, and activities.

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

All CCAHS staff receive a copy of their content area goals, strategies, and activities at the beginning of the school year. Department team meetings throughout the school year provides time for staff to become familiar with the SIP goals and to discuss progress being made on the listed goals. Department team meetings also allows staff to determine whether goals require adjustments and/or complete makeovers.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

At this moment, CCAHS has a cap on the number of students being admitted/enrolled because there is not enough space to accept additional students. As such, CCAHS has adequate staffing levels.

How do student enrollment trends affect staff recruitment?

CCAHS enrollment trends has not affected staff recruitment. However, identifying staff interested in working within the inner-city and with very large concentrations of English Language Learners can present challenges.

How do student enrollment trends affect budget?

CCA District budget is consistently balanced with a healthy fund balance.

How do student enrollment trends affect resource allocations?

CCAHS teachers, students, and classrooms consistently have adequate resources.

How do student enrollment trends affect facility planning and maintenance?

The five (5) CCA campus facilities are properly maintained on a daily basis. CCAHS facilities have been consistently mentioned as impressive by various observers over the years.

How do student enrollment trends affect parent/guardian involvement?

CCAHS desires to continuously improve parent/guardian involvement. In 2013-2014, CCAHS continued targeted parent outreach efforts, which include outreach to our English Language Learners (ELLs) parents; outreach to 12th grade parents; outreach to 11th grade parents; outreach to all parents who have a student failing one or more core subjects required for graduation through our Response to Intervention (RtI) program; as well as our standard Parent-Teacher Conferences held on two different days in the 1st semester and two different days in the 2nd semester.

How do student enrollment trends affect professional learning and/or public relations?

CCAHS and District has become a solidly established school system that is well recognized within Detroit and many surrounding school communities. However, CCA does not take its positive image for granted. As such, CCA continues reaching out to communities that make up greatest concentration of students - 48209, 48210, 48217, and 48216.

What are the challenges you noticed based on the student enrollment data?

The challenges posed are a result of inadequate space. Coordination of teacher classroom schedules requires high attention and para-pro's have limited spacial options when trying to work with students one-on-one.

What action(s) will be taken to address these challenges?

CCAHS has already taken proactive steps to address its space challenges. For example, 12th graders start school at 6:55 am and dismiss at 2:00 pm. This allows some relief and space availability for classes between 2:00 pm and 3:00 pm. In addition and as previously communicated, CCAHS has placed a cap on the number of students admitted/enrolled.

What are the challenges you noticed based on student attendance?

CCAHS has an average daily attendance rate of approx. 90%. CCAHS remains committed to increasing the average daily attendance of its students to 92% in 2014-2015.

CCAHS must also continue addressing truancy and tardiness patterns. It is well documented that the more students are not in class learning, the further behind they fall eventually leading to failure, which leads to dropping out.

What action(s) will be taken to address these challenges?

CCAHS will continue to impose the enrollment cap and continue offering staggered start/dismissal times for select grade levels. Thinking outside of the box and into the future, CCAHS will continue exploring ways to offer 24 hour education options, which includes online courses.

CCAHS has purchased PowerSchool, which allows that system to keep parents informed about their child(s) academic and attendance status. The school also maintains its website and facebook pages to keep parents and students informed about all pertinent school related activities.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Based on the MME trend scores from 2008-2013 the content areas that indicate the highest levels of student achievement are reading and writing.

Based on the ACT trend scores from 2008-2013 the content areas that indicate the highest levels of student achievement are English and mathematics.

Which content area(s) show a positive trend in performance?

Based on the MME trend data from 2008-2013 the content areas that show the most positive trend in performance is mathematics and reading. Mathematics increased from 11% proficient to 14% proficient and reading has been consistent with 25% proficient.

Based on the ACT trend data from 2008-2013 the content areas that show the most positive trend in performance is English and mathematics. English is at 31% proficient and mathematics is at 19% proficient.

In which content area(s) is student achievement above the state targets of performance?

Based on the state projections for the MME for the spring of 2013, in the content areas of mathematics and science student achievement was above the target goals.

What trends do you notice among the top 30% percent of students in each content area?

The top 30% of CCAHS students represent successful characteristics that are common among all successful students. They are committed to their education and desire to do well in all of their courses and on standardized tests. They are highly motivated and pursuing college degrees is a constant in their conversations. And, their parents are supportive and encourage their student(s) to perform well in school. ACT College Readiness Standards have improved slightly for the top 30% of CCAHS students. There is much greater awareness of these standards by students and teachers alike. The awareness, discussion, and improved data driven decision making is expected to contribute towards higher percentages meeting the ACT College Readiness Standards.
The top 30% of CCAHS students are being accepted into top tier universities such as the University of Michigan Ann Arbor and Michigan State University. In addition, several CCAHS seniors are receiving invitations to apply to prestigious post-secondary institutions such as Harvard and MIT.

What factors or causes contributed to improved student achievement?

The factors contributing to improved student achievement at CCAHS are several. First and foremost is improved teaching and learning. As teachers become more experienced and gain deeper insights into their content areas, they deliver better instruction. Research shows that students that are engaged in their learning perform better. The combination of teaching and learning is a continuous focus and priority #1 at CCAHS.

Academic support staff (para-pro's) have made outstanding contributions to improved student achievement at CCAHS. CCAHS administration has sought out highly qualified, committed and caring personnel that demonstrate a deep understanding of content areas and assignments are made accordingly. For example, a para-pro has earned an undergraduate degree in Actuarial Math from the University of Michigan. This para-pro is assigned to work with the Math Department.

CCAHS has established a culture of continuous improvement and improved student achievement based on ACT/MME test scores. However, CCAHS administration reminds staff and students that there is lots of opportunity for growth so no one is content.

How do you know the factors made a positive impact on student achievement?

The trend data from 2008-2013 for both the MME and ACT standardized tests are able to show that the factors have made a positive impact on student achievement. In addition to the increased number of students applying and being accepted into colleges and universities, as well as being awarded scholarship money also shows the positive impact on student achievement.

Which content area(s) indicate the lowest levels of student achievement?

Based on the MME trend data from 2008-2013, the content areas showing the lowest levels of student achievement is social studies and science.

Based on the ACT trend data from 2008-2013, the content areas showing the lowest levels of student achievement is reading and science.

Which content area(s) show a negative trend in achievement?

The trend data for both the MME and ACT for the 2008-2013 school years show all content areas showing some form of improvement, though it may not be on a consistent basis, there are no content areas showing a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

At CCAHS, every content area falls below the state targets for performance.

What trends do you notice among the bottom 30% of students in each content area?

The trends associated with the bottom 30% of CCAHS students are no different than the characteristics associated with unsuccessful students. Many of the bottom 30% of students are not engaged in their learning and education. Students in the bottom 30% usually

demonstrate poor attendance patterns and may also demonstrate behavioral problems that lead to suspension. These students are also very likely to have failed multiple core content courses required for graduation. Finally, many of the bottom 30% of students experience domestic challenges that interfere with making education priority #1 such as immigration status, parents marital status, and economic challenges that require students to work to help support the family.

What factors or causes contributed to the decline in student achievement?

Poor attendance may be the single biggest factor contributing to declines in student achievement. Poor grades and failing courses also contribute significantly to decreases in student achievement. In some instances, poor performing teachers contribute to the academic declines of students.

How do you know the factors made a negative impact on student achievement?

It is very clear and data reveals that students with poor attendance earn poor grades, which results in failed courses. The research is also clear that poor performing teachers negatively impact students.

What action(s) could be taken to address achievement challenges?

Greater outreach to parents and students when initial attendance patterns begin to emerge is the best first step. Following outreach, having procedures in place to help assist students bring their grades up would be the best next step. RtI procedures and tutoring opportunities can assist students who are in the process of falling behind. Credit recovery options can assist the students that have fallen behind with their credits, despite all the efforts put into place.
On the teacher side, actions that can be taken to address achievement may include improved interviewing processes, better professional development opportunities, and improved teacher mentor monitoring.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

- •Hispanic or Latino
- •Male
- •Female
- •Economically Disadvantaged
- •English Language Learners (ELLs)

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

- •Hispanic or Latino
- •Male
- •Female
- •Economically Disadvantaged
- •English Language Learners (ELLs)

In what content areas is the achievement gap closing for these subgroups?*

Based on the comparative data between spring 2012 and spring 2013 MME results, the following subgroups are closing the gaps in the content areas listed:
Male subgroup- content area of reading
Female subgroup-content area of mathematics
Hispanic subgroup-content area of reading

How do you know the achievement gap is closing?*

MME data from the spring of 2012 and the spring of 2013

What other data support the findings?

The additional data that CCAHS uses to support the findings is RtI data, monthly standards reports/assessment reports, and teachers grade books.

What factors or causes contributed to the gap closing? (Internal and External)*

Internally, improved teaching and academic support (para-pro) teams are gaining more experience and deeper insights in their respective content areas. This is a major contributor to improved academic outcomes.

Externally, the school has created a culture of academic pride. Parents, students, and staff are aware of the academic recognitions that have been received as a result of improved MME and ACT test scores.

A clean, safe, and orderly environment that is supported with caring staff also contributes.

Teachers gaining more experiences within their respective content areas; greater awareness and understanding of ACT Standards; data driven decision making; strengthening the school culture around student academic achievement; and effectiveness of academic support team members.

How do you know the factors made a positive impact on student achievement?

The trend data from 2008-2013 for the MME and ACT standardized tests.

What actions could be taken to continue this positive trend?

Actions to take to continue this positive trend are as follows: improved professional development; establishing a focused school schedule with common planning time for teachers; and improved monitoring of teaching and learning.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

   •English Language Learners (ELLs)

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

   •English Language Learners (ELLs)

In what content areas is the achievement gap greater for these subgroups?*

The English Language Learner subgroups shows the greatest gap of achievement in all content areas.

How do you know the achievement gap is becoming greater?*

MME data from spring 2012 and spring 2013

What other data support the findings?*

The additional data that CCAHS uses to support the findings is RtI data, ELPA results (now WIDA), assessment reports, and teacher grade books.

What factors or causes contributed to the gap increasing? (Internal and External)*

English language acquisition is the major factor causing the gap. CCAHS has acquired the Woodcock Munoz Assessment so that ELLs can be assessed in their native languages first, which will provide a guide for the ELL support team as well as regular education classroom teachers.

In all fairness and based on research, English language acquisition can take up to 7 years. CCAHS is required, as all Michigan districts are, to administer MME and ACT tests regardless of English language skills of the student. This factor significantly contributes to the low ELL subgroup test scores.

How do you know the factors lead to the gap increasing?*

Based on the ELL subgroup, many of CCAHS' ELLs have not lived in the United States for a long period of time. Many are non-English speaking and may be recent arrivals to the U.S. This is why the school acquired the Woodcock Munoz Assessment.

What actions could be taken to close the achievement gap for these students?*

The actions that can be taken to close the achievement gap for these students can be: aggressive classroom monitoring, SIOP, differentiation, co-planning (between regular education teachers and the ESL department), weekly and monthly assessments, and extra tutoring opportunities provided.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

The ELLs are achieving at a much lower level in comparison to the school aggregate.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Students with disabilities do receive full support and access to Title 1; Title III; Section 31a; credit recovery; and after school programs. CCAHS ensures these services to students with disabilities through the caseworker (special education teacher) assigned to each student and annual IEPs.

How are students designated 'at risk of failing' identified for support services?

"At risk of failing" students are identified through the CCAHS' response to intervention; transcript review; teacher referrals; classroom observations; and attendance reviews.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

CCAHS students have the opportunity to obtain credit through the Odyssey credit recovery program. In addition, CCAHS will accept online credits from accredited programs such as Brigham Young University. CCAHS also offers year round after school tutoring and summer school.

CCAHS also offers dual enrollment courses in partnership with Wayne County Community College District (WCCCD).

Read 180 and System 44 programs are also available to targeted students for reading support.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	50.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school implements the following as means to communicate to both students and parents:

-Newsletters (sent out at school)

- Fliers (mailed home)

- Website / Facebook Page

- Announcements (every morning and afternoon)

- Class Assemblies

- Parent-Teacher Conferences

-Parent meetings

-Digital Dialer

Label	Question	Value
	What is the total FTE count of teachers in your school?	39.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	17.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	14.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

What impact might this data have on student achievement?

As previously stated, classroom teaching experience is a very important variable when talking about student academic achievement.

However, it must be noted that experience alone does not guarantee student academic success.

CCAHS constantly attempts to strategically place the right teachers with the right skills in the right place at the right time.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	80.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	99.0

What impact might this data have on student achievement?

Any time a teacher is out due to an illness or a professional development opportunity can have a negative impact on student achievement.

Perception Data - Students

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

The highest levels over overall satisfaction among students were in the following categories:

-In my school,programs and services are available to help me succeed
-In my school, a high quality education is offered
-The principal and teachers have high expectations of me
-My school provides me with challenging curriculum and learning experiences
-All of my teachers use a variety of teaching methods and learning activities to help me develop my skills
-All of my teachers use tests, projects, presentations, and portfolios to check my understanding
-All of my teachers provide me with information about my learning and grades
-In my school, a variety of resources are available to help me succeed
-In my school, I can participate in activities that interest me
-My school prepares me for success in the next school year

Which area(s) show a positive trend toward increasing student satisfaction?

This is the first year students were able to take the survey and therefore there is no other data to compare to to be able to identify a trend.

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

The areas that indicate the lowest overall level of satisfaction are listed below:

-In my school, students treat adults with respect
-My school offers opportunities for my family to become involved in school activities and my learning
-All of my teachers change their teaching to meet my learning needs
-In my school, the students respect the property of others
-In my school, students help each other even if they are not friends
-My school considers students' opinions when planning ways to improve the school

Which area(s) show a trend toward decreasing student satisfaction?

This was the first year we were able to have students take the survey, therefore there are no trends available.

What are possible causes for the patterns you have identified in student perception data?

CCAHS is located in south west Detroit and is considered a clean, safe, and orderly place for parents to send their children. We currently have a wait list of students that would like to be enrolled, but due to capacity limitations are unable to be at the current time. CCAHS teachers work very hard with students and continue to have high expectations to prepare them for not only college, but life after college. The entire school culture over the last few years has completely changed. Students now enter our doors with the expectations for themselves that they will be attending college in four years and they look to us to help them prepare for that.

What actions will be taken to improve student satisfaction in the lowest areas?

A major goal of CCAHS' is to increase parent involvement with in the school. This spring there are parent classes being offered within the building, after hours, to help address the needs of the community. There is also an anti-bullying team in the works of being coordinated to also help with issues that arise. As a school we are continuously striving to unify our students and keep our building a clean, safe, and respected place for students to learn and grow.

Perception Data – Parents/Guardians

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

Despite our best efforts, we were unable to collect data from parents/guardians.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Despite our best efforts, we were unable to collect any data from parents/guardians.

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

Despite our best efforts, we were unable to collect any data from parents/guardians.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Despite our best efforts, we were unable to collect any data from parents/guardians.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Despite our best efforts, we were unable to collect any data from parents/guardians.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Despite our best efforts, we were unable to collect any data from parents/guardians.

Perception Data – Teachers/Staff

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

The highest levels of satisfaction among the teachers/staff are as follows:

-Our school's purpose statement is clearly focused on student success

-Our school's leaders support an innovative and collaborative culture

-Our school's leaders expect staff members to hold all students to high academic standards

-Our school's leaders hold all staff members accountable for student learning

-Our school provides qualified staff members to support student learning

-Our school provides protected instructional time

-Our school maintains facilities that contribute to a safe environment

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The areas that show a trend toward increasing teacher/staff satisfaction are the areas pertaining to the school being a safe environment. The fact that teachers and administrators hold students to high expectations is also showing a trend towards increasing teacher/staff satisfaction.

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

The areas which indicate the lowest overall level of satisfaction among teachers/staff are as follows:

-Our school's governing body or school board complies with all policies, laws, and regulations

-In our school, a formal practice is in place to support new staff members in their professional practice

-In our school, all school personnel regularly engage families in their children's learning progress

-Our school ensures all staff members are trained in the evaluation, interpretation, and use of data

-In our school, staff members provide peer coaching to teachers

-In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting

-In our school, a professional learning program is designed to build capacity among all professional and support staff members

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The areas that show a trend toward decreasing teacher/staff satisfaction is providing teachers with peer mentoring, the staff being trained in data analyzing, all teachers/staff engaging families in the learning of their child, and the involvement of the school board/stakeholders in the major decisions made within the school.

What are possible causes for the patterns you have identified in staff perception data?

CCAHS is considered to be a very safe, clean, and orderly high school in southwest Detroit. Staff, in addition to the students, have a very positive perception of the school. The culture amongst the building for staff and students alike is the high expectation for a quality education. What occurs on a daily basis within the building is reflected in the surveys taken by both staff and students.

The new teacher evaluation process may have teachers focusing now, more than ever, on laws and policies, which could be the result of the lower numbers on the staff survey pertaining to those areas which came in with lower satisfaction.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

The CCAHS follows the Michigan Merit Curriculum as mandated by the Michigan Department of Education. Curriculum, instruction and assessment discussions and decisions are made collaboratively and occur in a number of ways that include:
Saginaw Valley State University (SVSU) Office of School Partnerships and CCAHS Authorizer
The Leona Group and CCA District Management Company
ACT Standards
MDE
HSCEs
CCSs
Special education best practices
English language learner best practices
Pedagogy and instructional strategies are also sought and identified from best practices and experts across the country.
Differentiation and Accommodations, SIOP, and the use of technology are high priority strategies that all teachers are expected to use regularly. Teachers are given the autonomy to select their pedagogical approaches with an expectation that the above mentioned strategies are infused.
All staff are invited to attend monthly school improvement team meetings where they can offer suggestions and share observations.
Department teams meet bi-weekly and also provide opportunity for all staff to offer ideas and recommendations.
Full staff professional development sessions are held monthly. Administration has an open door policy and all staff can stop in anytime to discuss curriculum, instruction, and assessment

What evidence do you have to indicate the extent to which the standards are being implemented?

Teachers create pacing guides at the beginning of the school year that represents the units that will be covered along with the standards that will be taught. From the pacing guides, teachers create their weekly lesson plans, where they describe daily the activities, strategies, and standards. Teachers are to use assessments that align with their pacing guides and lesson plans which shows student growth areas. As of the 2013-2014 school year the ELA department has implemented monthly standards reports, which are submitted at the end of each month and reflects the number of students that met the standards and the number of students that did not. The students that did not meet the standards are put on a list and the list is taken to the monthly RtI meetings to discuss interventions.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Not applicable	

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

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	These will be provided by the middle school starting for the 14-15 school year.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	This has been done for some students in the past, and they will be done consistently starting in the 14-15 school year.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Diane Griggs Human Resource Manager diane.griggs@leonagroup.com 517-203-3720 2125 University Park Drive Okemos, MI 48860	

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

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The CCAHS comprehensive needs assessment was arranged by using various data points (i.e. - academic performance, ACT, MME, Explore, Plan, WIDA (formerly ELPA), Parent/Staff/Student Surveys) and by using community socio-economic data produced by Data Driven Detroit.

2. What were the results of the comprehensive needs assessment?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

In summary, the results of our comprehensive needs assessment only reinforced what we are already well aware of. We know that we are making progress as evidenced by standardized test scores (MME/ACT) and graduation rates (86%) but we also recognize that there is much room for improvement.
We also understand the socio-economic conditions of the community and we know that we must strive to find ways of overcoming barriers that are beyond our control. We know that students and families are happy with CCA District and that our families and community want more from us (in the form of academic results).
CCAHS is ready and is confronting the challenges.

3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

We believe that our school goals match up nicely to our priorities and needs assessment.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

CCAHS is Title 1 schoolwide with a high percentage of ELLs, located in a city that is in crisis. Again, simply and respectfully, our goals are aimed at meeting all of the academic needs of all of our students for English, Reading, Math, Science, and Social Studies.
We fully understand that all of our students are disadvantaged as a result of the socio-economic crisis they are surrounded with. What we must do is improve teaching and learning; improve professional development; retain the bests teachers; and, continuously assess student academic performance.

Component 2: Schoolwide Reform Strategies

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

The school district has implemented Close and Critical Reading Strategies, RtI (Response To Intervention), and S.I.O.P (Sheltered Instructional Observational Protocol) programs along with analyzing school wide data assessments (Read 180, System 44 and Scantron). Each of these programs identify students and their areas of academic weakness.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Differentiated Instruction, Response to Intervention, Positive Behavior Support Program, SIOP, Monitoring of Best Practices (Instructional Coach), monthly meaningful professional development sessions that support the SIP, summer school, after school tutoring, additional learning activities/opportunities and effective Tier 1 instruction are some of the research based methods and strategies in the SIP to increase the quality and quantity of instruction.

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

The research-based reform strategies target the areas of weakness and where the performance gaps exist.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The Odyssey program CCAHS offers is an intervention program for students that have struggled in their classes and have fallen behind. Each department has played a role in creating the curriculum for the computer based program so that it is aligned with the curriculum being taught in the classroom. Two teachers and student tutors assist in the Odyssey classroom.
RtI (Response to Intervention) is being used to address the needs of students in Tier 1 and Tier 2. Leads for each grade level hold meetings monthly to address the students that are of concern. Forms are filled out on the students, with suggestions for strategies to implement. The forms are then sent to the of the RtI program and she follows up with the parent, student, and teachers.
Read 180 is being used to assess and address students with low reading levels. They are placed into a Read 180 class based on their 8th grade reading scores. Incoming 9th graders are also assessed, to see if there is a need for the Read 180 class. The goal is to get their reading levels increased so that they can move out of Read 180 and back into the regular English Language Arts classes.

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

The data is used to determine if the needs of students are being met.
The data is pulled for Odyssey, to see on an individual basis the classes they are passing and at the rate they are passing them.

Students that are in Tier 1 and Tier 2 are monitored and progress is documented. If progress is not made, alternate strategies and tactics are then implemented.

Data is pulled on individual students in the Read 180 class. The students are closely monitored to make sure that progress is being made.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the 2013-2014 school year we currently have 76 staff members, which is down from last school year, in which we had 83 staff members.

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

CCAHS teaching and learning personnel has the largest number of teaching personnel in the 0-3 years of experience. Next would be the 4-8 years of experience, with the lowest being nine teachers that have 9 or more years of experience.

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

CCAHS offers tuition assistance opportunities through Saginaw Valley State University. CCAHS has been able to maintain a healthy student enrollment population, which in turn allows staffing levels to remain consistent. CCAHS offers a very clean, safe, healthy, and orderly learning environment. CCAHS offers annual salary increases and bonus pay. CCAHS has earned special recognitions from US News & World Report Best High Schools and its MME/ACT scores have been rated as the 3rd best in Detroit. These recognitions attract high quality teachers

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

CCA District offers competitive salary and benefits including a 401K program that matches dollar for dollar, up to 6%. CCA District offers effective professional development both internally and externally. CCA District offers promotional opportunities. CCA District offers healthy student enrollment populations allowing for staffing levels to remain consistent. CCA District has academic successes from K-12, which in turn attracts highly effective teachers that desire to be part of a positive, safe, clean, and orderly system.

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

There has not been a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

The professional development that CCAHS staff attend are considered highly effective and take into consideration the language and socio-economic barriers that our school contends with. For example, Sheltered Language Observation Protocol (SIOP) focuses on assisting teachers who teach high percentages of ESLs/ELLs. Robin Fogarty & Associates has provided CCAHS teachers with RtI and differentiation professional development opportunities. Read 180 (Scholastic) provides our reading interventionist with strategies that assist our low level readers. Michigan Reading Association (MRA) assists our English Language Arts teachers in reading strategies that they share out with the the entire school to assist with reading across the curriculum.

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

CCAHS believes in continuous improvement and we believe that professional development opportunities for our staff will be strengthened and expanded each year. There is a conscientious effort to set aside adequate funding in order to offer high quality professional development throughout the school year and beyond. Over time, we have also had teachers become subject area experts and are available to share their expertise in house.

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

Component 6: Strategies to Increase Parental Involvement

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

CCAHS attempts to involve parents on our school improvement team and keep them involved in our school as much as possible. Despite our efforts, parent participation varies and is not always consistent. We are prepared for parent(s) to attend meetings from time to time and in many cases, identify new parent(s) that are interested in participating.

CCAHS SIP meetings are held on our Friday staff professional development days from 7:30am-9:00am. In addition, CCAHS hosts an Annual Title 1 Parent Meeting within the first month of each new school year. All outreach efforts are bi-lingual and information is provided in English and Spanish.

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

At the present time, CCAHS has one parent on the school improvement team. First and foremost, we want our parents to a.) be aware of the school's SIP; b.) we want our parents to know they are welcomed to be part of the school community; c.) we want our parents to know when the meetings take place and that they are welcomed to attend and bring their voice to the table; and d.) we want parents to know that we welcome their involvement in implementing the plan.

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

This area is a work in progress. At the present time, CCAHS is focused on getting more parents involved on the front end.

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

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

CCAHS holds orientation at the beginning of the school year for all incoming students and their parents. The parents are given the parent-school contract, in addition to all the necessary documents for the current school year. In the fall there is an Open House in which all enrolled students and their families are encouraged to come tour the school and classrooms and speak with staff. In the spring there is a parent meeting that is held on a Saturday, to disperse important information. In addition to those events, parents are encourage to join the School Improvement Plan Team, attend special events held by CCAHS, and actively take part in the success of their child by communicating regularly with teachers, administrators, and the guidance department.

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

The evaluation would be ongoing and dependent upon discussion on a per meeting basis.

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

We would use the results to make the necessary changes to improve the schoolwide program.

8. Describe how the School-Parent Compact was developed.

The parent-school contract was developed by administrators to help bridge the gaps between parents and CCAHS, in an effort to increase communication across the board.

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

N/A

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

We currently share the same contract with CCAMS.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	No	N/A	

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

All student academic assessment information is translated into Spanish for our high volume of Spanish dominant parents. All student academic information is presented bilingually.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

CCAHS does not address preschool age children or kindergarten classrooms.

CCAHS does offer a transition program for incoming 8th graders and for incoming special education 8th graders that attend CCAMS.

All incoming 8th graders and their families are invited to a CCAHS open house where all HS staff are available to meet with students/families and share information about their department/content areas. For example, the Math Department is located in a designated classroom and all Math Department team members are present. The team has a PowerPoint presentation and students/families receive the PowerPoint handout. A question and answer session is included. The same is true for all core content area teams: Math, English, Science, Social Studies. Athletics are included and are located in the gymnasium. Coaches from different sports teams are on hand to recruit students that may be interested in a particular sport. Counseling, Social Work, and ESL/ELL team members are also available to share information relevant to their specific areas. Special education students are always part of everything we offer at CCAHS. CCAHS attempts to be as sensitive as possible and offers entering special education students with a personalized tour of the high school. The tour is conducted by CCAHS special education staff in a small group setting.

Lastly, CCAHS offers students and their families, at every grade level, a new school year orientation program prior to the start of each new school year. New school year orientations are designed to share as much information as possible for students and families. Information incudes classes, uniforms, Michigan graduation requirements, and CCAHS MME/ACT academic data. Question and answer time is also provided.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

CCAHS teachers are provided significant time towards the identification of academic assessments that they believe are most beneficial.
Teachers meet in their respective department meetings bi-weekly.
Professional development days and TLG/SVSU professional development opportunities also serve as opportunities for staff to share ideas and make recommendations relative to school-based academic assessments. CCAHS teachers are regularly encouraged to bring their ideas and recommendations to administration.

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

CCAHS teachers are provided adequate time monthly, through department team meetings, to review student achievement data and plan next steps based on the data.
In addition, CCAHS teachers are strongly encouraged to use their formative/summative assessment data to monitor student learning and adjust instruction based on results.
Teachers use regular academic assessment results (i.e. - ACT Explore & Plan; Gates MacGinitie; Scantron) so that they can adjust instruction based on student's academic needs.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

CCAHS monitor's student academic performance as it pertains to daily class performance as well as standardized assessments. Using formative/summative assessment data collection and analysis is expected of all teachers. Formative/Summative information allows teachers to instantly gauge student's mastery of the content being taught.

Administration aggregates data on behalf of the core content areas and shares results with teachers. This includes cut scores and standard errors so that teachers know who the students are and where their scores fall on the proficiency table.

Unfortunately, at the high school level, we are not administering the same standardized assessments annually and this creates challenges.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

CCAHS collects and disseminates MME sub-content category data results so that teachers can view how students perform and their strengths and weaknesses. CCAHS offers (3) practice ACT exams and we use the results to adjust instruction relative to ACT benchmarks.

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

The data that each department collects, in addition to the school wide data, is used on a per class roster basis. The teacher utilizes the data to make adjustments to their lesson plans and assignments so that all students are able to complete the assignments at their skill level.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

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

Additional in-class assistance, small group pull out when needed to reinforce Common Core, during

and after school tutoring program, (1) Title 1 Interventionist, technology and site licenses. Ongoing Strategies for Writers resources and

training, analysis of data, math strategies, interactive whiteboard training, RtI training, school leader and instructional coach training.

Summer school, Behavior Intervention Specialist, Home/School Community Liaison, Security, HQ instructional assistants.

Local resources, program, and grants-The Academy receives educational resources from the local ISD to

implement the Food and Drug Free Program, PBS and Michigan Model. In partnership with the GISD, the

Academy staff participates in core subject area training as well as receives resources and training for the

Continuous Improvement Monitoring System (CIMS).

State resources, programs, and grants-the Academy uses State resources to address the achievement gap between high and low

performers. Classroom instruction in all core and "specials" plus all associated

supplies and materials are funded by the State resources.

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

The school will use financial resources to implement the required ten schoolwide components in the

following manner:

1. Comprehensive needs assessment-General Fund School improvement committee and data entry team

2. School-wide reform strategies-Title I, Title II-A, Title IV Response to Intervention (RTI) and Positive

Behavior Support (PBS), additional in-class assistance, small group pull out when needed to reinforce

CCSS, during and after school tutoring program, (2) Title 1 Interventionist, Read 180 and Instructional

Coach, Study Island, and Home-School Liaison.

3. Instruction by highly qualified professional staff-Title II-A Staff book studies, collaboration meetings,

grade-level meetings, high yield strategies for reading and math, ongoing Strategies for Writers resources

and training, analysis of data, interactive whiteboard training, RtI training, school leader and instructional coach training, Building Academic

Vocabulary training, Scantron training

4. Strategies to attract high quality, highly qualified teachers-Title II-A Job fairs, teacher mentoring,

teacher reimbursement for returning to school, competitive salaries and bonuses, qualified to participate in

teacher loan forgiveness program

5. High-quality and ongoing professional development - Title I, Title II-A, and

Title II-D School Improvement Grant, Response to Intervention (RTI), reading comprehension strategies,

Strategies for Writers workshop, Achievement Series.

6. Parent involvement - Title I Participate with school improvement plan

7. Transition strategies - 8th grade to high school and special needs to high school

8. Teacher participation in making assessment decisions - General Fund and

Title I Grade-level team meetings, data analysis, Scantron, Golden Package, Study Island, quarterly assessments

9. Timely additional assistance to students - Title I and Section 31a At-Risk

IDEA, Part B Paraprofessionals, LRE aides, summer school, Assistive technology and Title I tutors,

Behavior Intervention Specialist, Home/School Community Liaison, Security, HQ instructional assistants

10. Coordination and integration of federal, state and local programs and resources-Food and Drug Free

Program, staff development programs, Continuous Improvement Monitoring System (CIMS), Michigan Model

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Evaluation:

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

CCAHS meets monthly to discuss the program. In addition to the team meetings, department meetings happen twice a month to also put their input into the program. CCAHS uses data to evaluate the success and failures to determine the changes that are to be made to the plan each year.

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

CCAHS looks at the subgroup data from the assessments and then analyzes that data. We plan and make adjustments for those subgroups to increase academic achievement.

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

CCAHS uses RtI to help assist those students that are the low performers based on the annual state assessments. Targeted tutoring and the Odyssey programs are also used to help close the gaps that exist with our subgroups.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

CCAHS in collaboration with The Leona Group routinely reviews the SIP and makes adjustments, as outlined by MDE, to the plan as needed.

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

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.

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,

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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

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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:

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

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 Improveme nt (ISI)	All English Language Arts Staff, including Teachers, Support Staff and Para-Professiona ls.

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 Improveme nt (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.	Implementa tion			09/02/2014	06/30/2015	$500	Title I School Improveme nt (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 Improveme nt (ISI)	All English Language Arts Staff

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 Improveme nt (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.	Professiona l Learning			09/02/2014	06/30/2015	$500	Title I School Improveme nt (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 Improveme nt (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.	Professiona l 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

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

| 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. |

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.

Moscovici, H., & Holdlund-Nelson, T. (1998). Shifting from activity mania to inquiry. Science and Children, 35, 14?17.

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National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Reston, VA: Author.

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National Research Council. (1996). National science education standards. Washington, DC: National Academies Press.

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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.

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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.

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

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"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

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

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

Title I School Improvement (ISI)

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, and how to teach with the Improved Student Writing Strategies.	Professional Learning			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 English Language Arts Staff
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
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 ELA Staff, including Teachers, Support Staff and Para-Professionals.
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

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
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.
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
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
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 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
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
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

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

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

No Funding Required

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

School Improvement Plan

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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 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 Schoolwide

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

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
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
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
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
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.
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
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

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
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
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

Section 31a

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

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.