



Accreditation Report

Cesar Chavez Academy Elementary

Cesar Chavez Academy

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Executive Summary

Introduction

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

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

Description of the School

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

Cesar Chavez Academy Lower Elementary is located in Southwest Detroit. Our school is made up of 462 students in kindergarten through 2nd grade. Each grade level has six classrooms of approximately 26 students in each classroom. Our community is largely made up of a Hispanic population. Our school has followed suit with approximately 90% of our population being of Hispanic descent and 85% of our students who are bilingual. 97% of our students receive free or reduced lunch. Over the last 6 years we have experienced a rapid expansion to our district going from one K-5 building to a K-2 building and a 3-5 building. This change has increased our grade level population from 75 students per grade level to 155 students per grade level and an influx of students from surrounding districts. The last year we experienced an influx of students was during the 11/12 school year.

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 a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and with respect in an inclusive environment.

Vision- Our vision at Cesar Chavez Academy is for all our students to be college and career ready so they are positive and productive members in a global society.

Our mission, vision, and values are all strongly connected to our educational programs that meet the needs of all of our Learner's educational, behavioral, and social needs. Programs like response to intervention, positive behavior intervention support, social skills training, expansion of the use of technology, and an abundance of parental support all contribute to the success of our mission.

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.

Our schools achievements go beyond academics. We have a high percentage of parental involvement with an average of 95% of parents who participate in parent teacher conferences and a large number of parents who attend weekly parental workshops. We have maintained an average of 94% attendance rate over the last three years. We have an 85% student retention rate in an area of a high transient population. Academically, our ELPA scores have steadily increased for the past 5 years yielding more proficient and advanced proficient students each year. We have made a 4% increase in our 3rd grade MEAP math scores from last year and maintained our reading score in the mid 30s. Our scores on school wide assessments such as DIBELS and Scantron have also seen a steady increase in the last 4 years.

An area of improvement is to increase our overall proficiency rates in both reading and math on standardized assessments. In reading we are concentrating on increasing reading comprehension. In math, there is a huge emphasis on numbers and operations and word problems.

Additional Information

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

We are heavily committed to providing all students with a positive experience that will support them in achieving their maximum potential. We support the whole child, the family, the community in an area of the city that is filled with challenges. Our academic programs ensure time is allocated to supporting struggling students as well as enrichment classes for students performing above grade level. We have a model positive behavior support program that has reduced our referral rate to less than 10 referrals per month. We have a large number of support staff that are bilingual and offer teachers stipends towards ESL endorsements in our mission for continuous improvement and providing the best possible services for the demographic that we serve. Our school not only focuses on academics but realize and value the importance of the arts. We offer our students; Physical Education, Music, Art, Spanish and Science lab. We also provide students with extended enrichment opportunities after school that are focused both on academics and the arts; such as ESL, writing club, math and reading tutoring, lego club, art club, computers and ipad club, nature club, and nutrition. Our parents are also provided with a number of positive opportunities such as ESL, Zumba, weekly parent workshops, free field trips, nutrition classes, a walking group and the opportunity to be partners in their child's education.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Purpose statements - past and present 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	Level 3

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

The noted areas of strength came with the school's shared values and beliefs about teaching learning as well as our school improvement process that involves all stakeholders and is focused on utilizing data to drive continuous improvement. Shared values and beliefs can be seen throughout the school and within classrooms through common instructional practices such as SIOP strategies, the use of focus and word walls. Shared values and beliefs as well as continuous improvement is also deeply embedded within our Response to Intervention program. Our program runs across grade levels and supports students across instructional Tiers in order to ensure the success for all students. We have 8 support staff who provide targeted interventions and all specials teachers also support interventions programs. Administration, teachers, support staff and parents have a shared responsibility of student success. To ensure that we are able to sustain shared values and beliefs as well as a process for continuous improvement we will have school wide school improvement meetings and Response to Intervention meetings in which teaching and learning revolve around school data and the correlation to best instructional practices. Professional development will revolve around best instructional practices, common core state standards, differentiated instruction and the implementation of targeted Tiered interventions. We will also ensure that we allocate the funding necessary to fulfill our mission. An are we have noted for improvement is the need to implement a clear process for reviewing and revising our purpose and ensuring that all stakeholders are fully involved in this process. To support us in this goal administration will meet yearly with our school improvement team, our parent leadership institute and our board members to review and if necessary revise our school's purpose keeping at the forefront our fundamental belief of providing a safe environment that supports the success of all.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

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

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Data rubrics	Level 4

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

Areas in which strengths were noted were that of the governing body allowing leadership the autonomy to accomplish goals for achievement and instruction and the evaluation process which not only hold leadership and staff to high expectations but is supportive in improving professional practice and student success. Actions that will be taken to sustain these areas are to continue providing our governing body

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with monthly reports of what is happening in our school as well as student achievement reports. Our model of shared leadership will also support our evaluation process by ensuring that the evaluation and data rubrics are reviewed yearly and consistently aligning these to professional development goals as well as school improvement goals. Areas in need of improvement were not identified in this standard, however, the school improvement team recognizes the need for policies and practices regarding professional growth to staff need to be clearly defined and communicated to all staff. Our plan to address this area is to incorporate a section in our handbook that defines the responsibilities of administration and staff pertaining to professional growth and creating an ongoing support system for all instructional staff.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.92

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

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction 	Level 2

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Survey results•Brief explanation of alignment between professional learning and identified needs•Crosswalk between professional learning and school purpose and direction	Level 3

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

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

In the area of "Teaching and Learning" we have identified several areas of strength, however, two areas stand out among the rest and we take pride in. Our school provides and coordinates support services to meet the unique learning needs of students, Cesar Chavez Academy Lower Elementary has implemented response to intervention for the last 7 years. Throughout the years it has evolved into a process that supports both reading and math at all Tiers. Response to Intervention is at the core of how we support students through differentiation. All interventions are targeted, skill based and supported by data. The response to intervention process is a team effort in which teachers, support staff and administration work jointly in the common goal of supporting students through intensive support for behavior and academic success. We also take pride in engaging families in meaningful ways in their children's education and keep them informed of their children's learning progress throughout the school year. We have four parent teacher conferences per school year. For the last few years we have maintained a parent attendance rate of an average of 90%. Teachers also maintain monthly communication logs in which they document the interaction they have with the parent of each child in their classroom and ensure that they are communicating with parents at least once a month. In addition, our school holds weekly parent meetings that address academic programs, school resources, and community resources. We will sustain the aforementioned programs at our school by ensuring that we continue to develop and evaluate these programs through the school improvement process and parental involvement plan. Through the school improvement process we will also ensure that the proper allocations are provided to sustain these programs.

We have also identified two areas in need of improvement. The first, is to improve the implementation of a continuous and consistent

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process for collaborative learning communities. We currently hold grade level curriculum meetings however they lack structure and are not usually across grade levels. To support us in this area we have started piloting instructional learning cycles in first grade. This process has provided structure as to how data is reviewed and discussion around best practices to support student achievement. In addition, we will ensure quarterly across grade level meetings to support continuous communication and identification of curricular needs. Another area of improvement is the process for informing students of learning expectations and standards of performance. To support us in this area, through the school improvement process, our team will create learning expectations and rubrics based on our current proficiency benchmarks.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process 	Level 3

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

In the area of resources and support systems our areas of greatest strength are two in which my staff take pride. Our building has an abundance of technological resources to support whole group and individualized instruction. Each classroom is equipped with Promethean boards, document cameras, desktops computers, wireless audio players, Leap Frog Tag Readers and iPads. All teachers also have access to two computer carts and three NEO carts. In order to sustain our current status of technology we will ensure that the technology plan is reviewed annually and the proper allocations are made to sustain and enhance our technology program. Another area of strength is the maintenance of facilities, and equipment to provide a safe, clean, and healthy environment for all students and staff. Although on the older side our maintenance crew and staff ensure that the building is kept at optimal levels to support an environment that is conducive to learning. To sustain our impeccable building, clear processes and expectations will be reviewed with all staff.

The area of improvement that we have identified was given a rating of a three. However, our team acknowledges the challenges we face in this area and the need for improvement. Although we have a strong response to intervention process and have a variety of strategies and support systems in place for academic and behavior support, we take note the need to establish consistent measures for program effectiveness in the area of support services. We also acknowledge that at times it takes a long time for Tier III students to move forward through the evaluation process and we lack in research based strategies to support Tier III/students with special needs when they make limited to minimal gains on goals. In order to improvement in this area, the school improvement team will review Rtl data and intervention cycles. The team will create a series of checklists/ guidelines for moving forward with evaluations. We will also create a binder of research based strategies to support teachers and students with targeted skills.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data 	Level 2

Accreditation Report

Cesar Chavez Academy Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 4

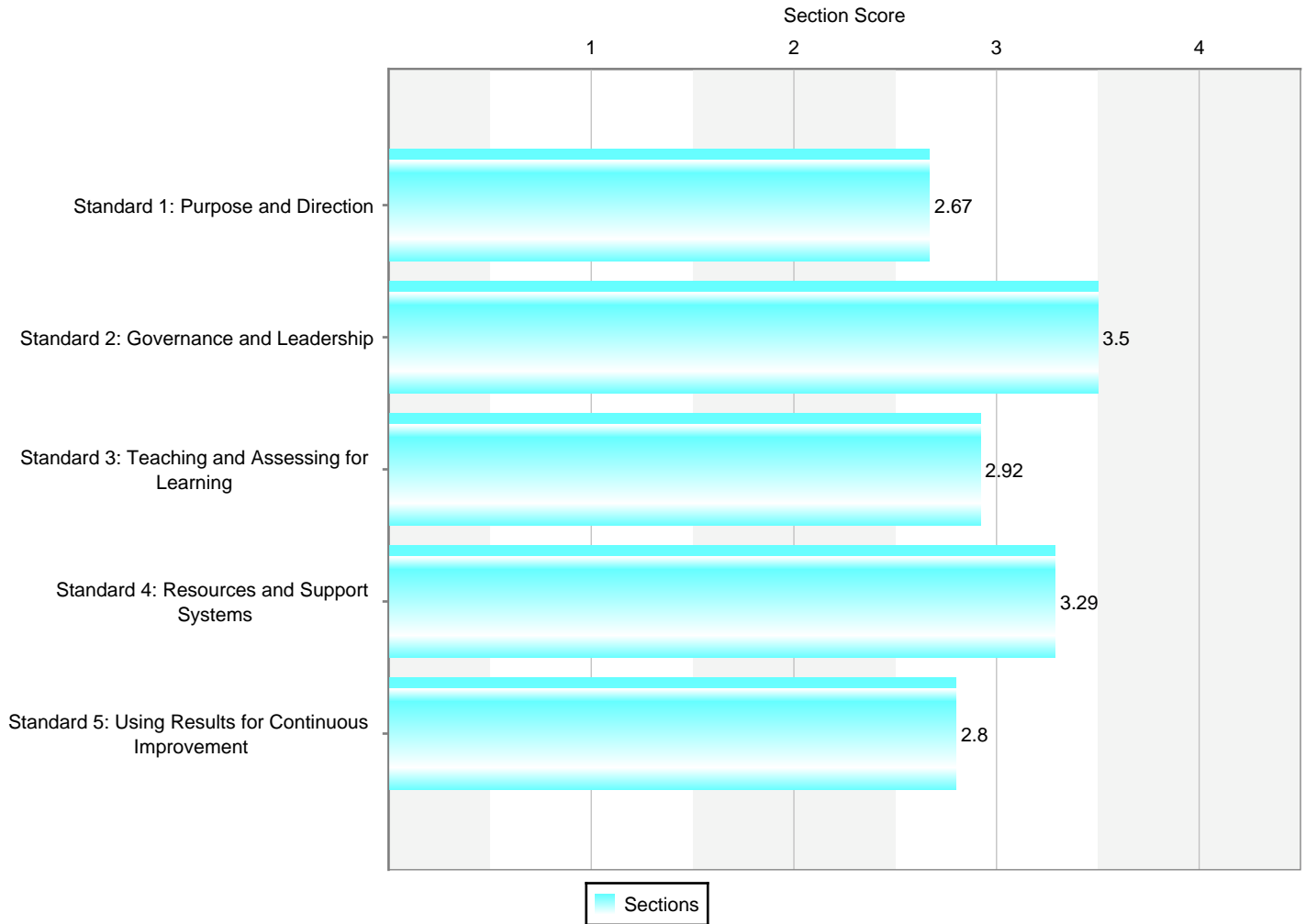
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

Under the standard of using results for continuous improvement we have identified areas of strength and weakness. An area of strength is that we have established a clearly defined and comprehensive assessment system. Our system ensures consistent measurements across classrooms and content areas. We have also established processes and procedures for collecting, analyzing and apply learning from a range of data sources. We will sustain these areas of strength by continually reviewing the effectiveness of these processes and the effectiveness of the assessments being used.

Areas of improvement are in the areas of training professional and support staff in the evaluation, interpretation, and use of data and in engaging staff in a continuous process to determine verifiable improvement. Although our school is data rich and data is used to drive instruction and school improvement goals, we do not have an established written policy that ensures that these practices will be sustained. We also need to provide staff with a formal training on the evaluation, interpretation, and use of data. This will be done by allocating the proper funding for training and establishing a timeline for completing training. Training instructional staff should be done annually on all assessment models to ensure consistency throughout.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		CCALE Parent Survey Results Staff Survey Results CCALE Stakeholder Feedback Document Student Survey Report

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Students- highest level of satisfaction

- 11. My school has books for me to read. 99% Yes, 1% Maybe and 0% No
- 3. My teacher wants me to do my best. 97% Yes, 3% Maybe and 0% No
- 1. My teacher wants me to learn. 96% Yes, 4% Maybe and 0% No
- 10. I am safe at school. 94% Yes, 3% Maybe and 2% No

Parents-highest level of satisfaction

- 7.15 Overall, I rate this academy as a good school. 72.6% Strongly agree and 26.8 agree
- 7.8 I get timely information from the academy about what is happening in school. 59.0 % Strongly agree and 40.4% Agree.
- The office staff treats me well when I call or visit this academy. 68.2% Strongly Agree and 30.6% Agree
- 5. Will you send your child to this academy next year? 94.3% yes
- 6. Would you recommend this academy to others? 97.5% yes

Staff- highest level of satisfaction

- 1. Our school's purpose statement is clearly focused on student success. 59% Strongly Agree and 38% Agree
- 9. Our school's leaders expect staff members to hold all students to high academic standards. 63% Strongly Agree and 34% Agree
- 36. Our school provides qualified staff members to support student learning. 57% Strongly Agree and 40 % Agree
- 37. Our school provides instructional time and resources to support our school's goals and priorities. 46% Strongly Agree and 49% Agree
- 48. Our school employs consistent assessment measures across classrooms and courses. 49% Strongly Agree and 46% Agree

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

Student-

An increase toward stakeholder satisfaction is an increased feeling for students that they have the opportunity to use a computer to learn.

Parents-

There has been an increase in parents feeling that their children are safe in our school and we are now at 94% satisfaction.

Staff-

The highest trend identified toward increased stakeholder satisfaction is that of providing a process to support new staff members in their professional practice.

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

Accreditation Report

Cesar Chavez Academy Elementary

Although none of the above reported findings we did not find very many consistencies due to the nature of each survey we did find that there were consistencies across stakeholder feedback in regards to safety. All stakeholders report a high level of satisfaction in feeling safe in the building.

Areas in Need of Improvement

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

Students- lower levels of satisfaction

7. My family likes to come to my school. 72% Yes, 18% Maybe and 10% No

Parents-lower levels of satisfaction

Of the parents that took these surveys, we had a difficult time finding any areas they marked for improvement.

Staff-lower levels of satisfaction

Our school ensures all staff members are trained in the evaluation, interpretation and use of data. 37% Strongly Agree, 31% Agree, 17% Neutral, 11% Disagree and 3% Strongly Disagree

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

Students- trend toward decreasing satisfaction

Students feel that other teachers do not know them

Parents- trend toward decreasing satisfaction

No notable declines

Staff- trend toward decreasing satisfaction

In our school, related learning support services are provided for all students based on their needs. 11% Disagree and 3% Strongly Disagree

What are the implications for these stakeholder perceptions?

The perception that students have that their families do not like to come to school is an item that must be researched further. We have no indication from another other data that there is truth in this perception. We believe it may come from the limited parking and or that we have a number of students who are bussed to and from school and indeed have parents who rarely come to the school. Students also feel that other teachers do not know them. This is another item that has scored lower in the past. We believe that it has to do with the term "teacher." Students indeed do not interact with many same grade level teachers, however, they have an abundance of interactions with support staff and specials teachers. Again, there is room for further research on this item.

The perception the staff is not trained in reading and reviewing evaluation data is accurate. Although we are consistently looking at and reviewing data we have no formal process for "training" staff in this area. The area that speaks of of providing related student support based on needs has decreased by 11% this school year. We attribute this to the fact that we lost a part time special education teacher and the

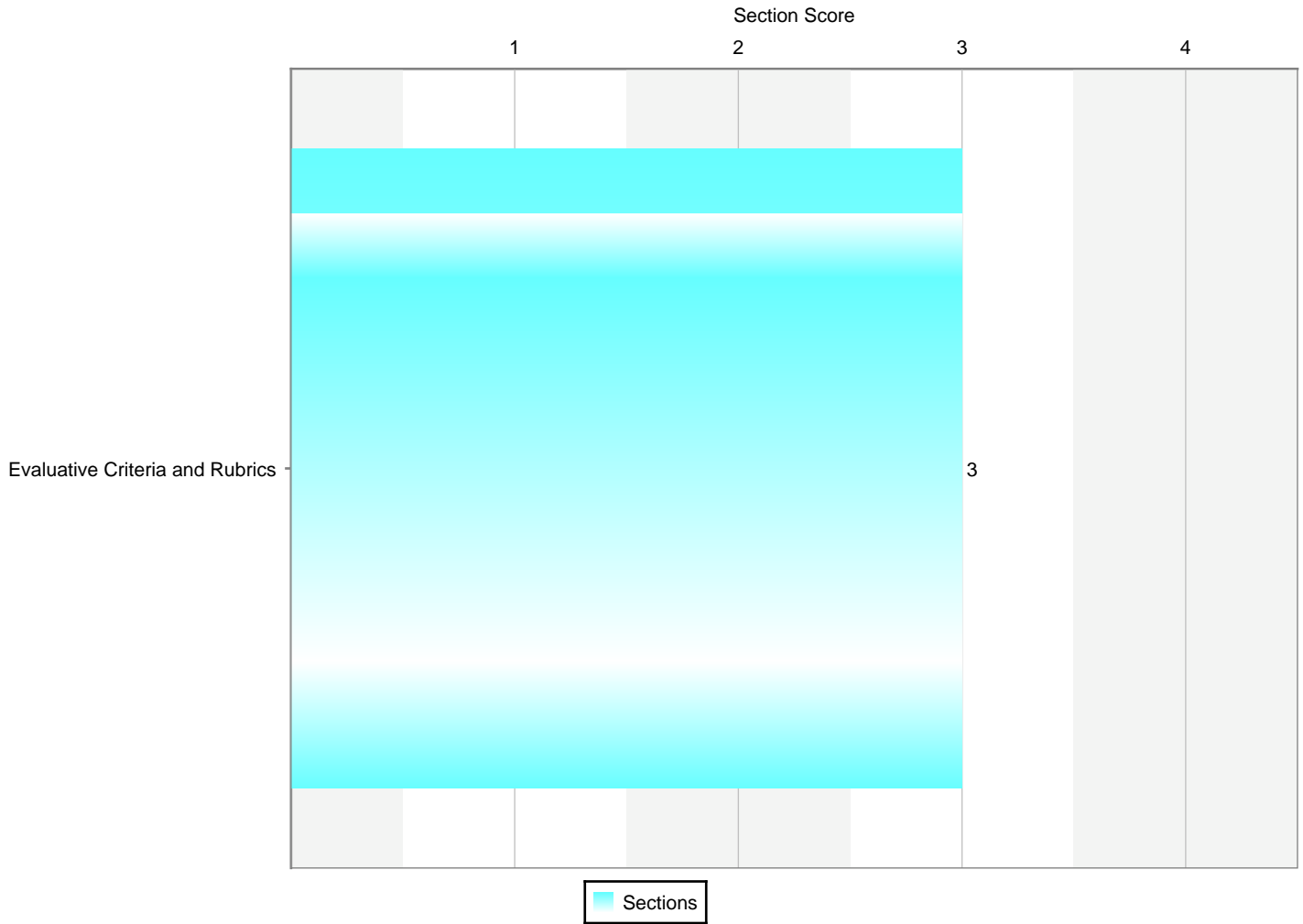
position was filled with a highly qualified substitute for the course of three months until we were able to find another teacher.

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

None

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		4 year trend Scantron Benchmark Summary Student Performance Data Document Scantron Data- All students 2014-15 Fall-Winter Gains

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

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

Areas of Notable Achievement

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

There are currently no areas that are above the expected levels of performance.

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

- a. DIBELS ORF for 2nd grade has shown a positive trend in performance over the last three years
- b. Scantron Reading and Math has also shown positive trends in the increase of students who are low average, high average and above average

Which area(s) indicate the overall highest performance?

- a. In Scantron, Math shows the highest levels of students performing at high average and above average

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

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

Between which subgroups is the achievement gap closing?

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

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

- a. Other data sources available are school wide phonics screeners that also show a positive trend and students beginning 2nd grade at a higher level of phonics for the past three years.

Areas in Need of Improvement

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

- a. MEAP- 3rd grade reading and math are below the expected levels of performance.

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

- a. MEAP- 3rd grade reading has demonstrated a 5-year decline in MEAP proficiency

Which area(s) indicate the overall lowest performance?

- a. MEAP- 3rd grade math has the overall lowest performance

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

- a. MEAP- English learners (EL) in 3rd grade have demonstrated a 3-year decline in both reading and math

Between which subgroups is the achievement gap becoming greater?

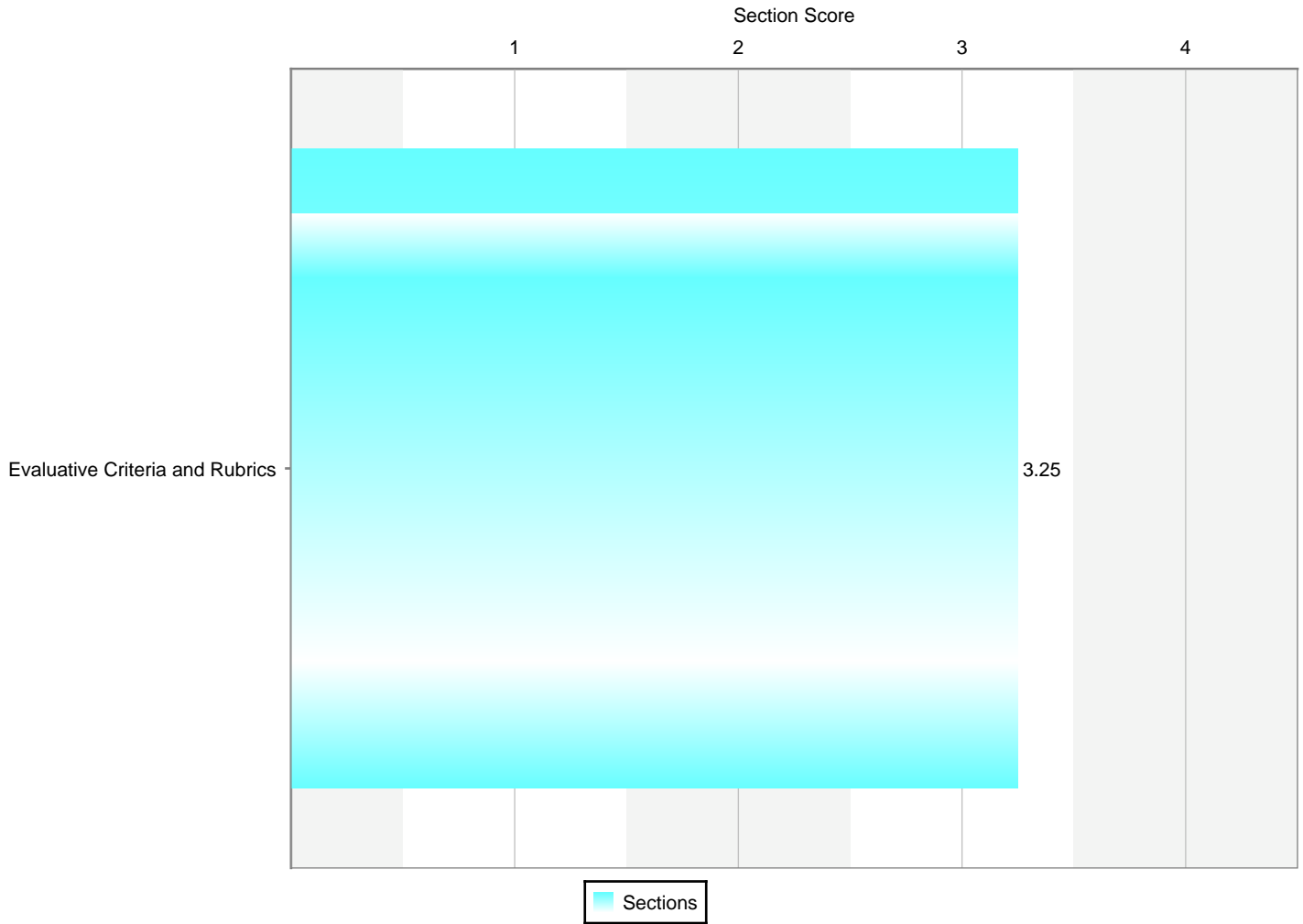
- a. MEAP- The gap between SWD and students without disabilities remains large at all grade levels and in all similarly tested subject areas. Additionally, male students generally achieve lower than female students in reading.

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

- a. We currently have no other data consistent with these findings.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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

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

School Improvement Plan for CCALE

Overview

Plan Name

School Improvement Plan for CCALE

Plan Description

SIP

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Cesar Chavez Academy Lower Elementary will become proficient in reading.	Objectives: 1 Strategies: 4 Activities: 23	Academic	\$495972
2	All students at Cesar Chavez Academy will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 13	Academic	\$244707
3	All students at Cesar Chavez Lower Elementary will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$21978
4	All students at Cesar Chavez Lower Elementary School will become proficient in Writing.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1550

Goal 1: All students at Cesar Chavez Academy Lower Elementary will become proficient in reading.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency in fluency, comprehension, phonics, phonemic awareness, blending, word recognition in English Language Arts by 06/06/2014 as measured by Scantron, MEAP, ELPA/WIDA, Dibels, Accelerated Reader, classroom formative and summative assessments.

Strategy 1:

Response to Intervention - Students will receive target research based instruction on individual academic need. Tiered instruction will be scheduled daily to meet the needs of tier 2 and 3 students. Teachers will strengthen tier 1 instruction to ensure the number of tier 2 and 3 student decreases. Data/RTI will meet monthly to discuss progress of individual students based on multiple data assessments and progress monitoring tools. Continue school wide screener of DIBELS 3x a year and progress monitoring. Continue reading intervention programs: Phonics 1st, Read Naturally, Phonemic awareness, Early Success, Soar to Success, sight word interventions, comprehension 4 Reading Interventionist for grade K-2, On-going training to sustain intervention programs Data reviewed and monitored at weekly co-plan meetings with staff, Interventions aligned with school wide assessment data and student need, Interventions aligned with Houghton Mifflin Program, Making Meaning and Phonics 1st

Research Cited: RTI: The Forgotten Tier by Joanne Allain

Tier:

Activity - 31A Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31A paraprofessionals provide interventions for at risk students in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Academic Support Program			09/03/2013	06/06/2014	\$169412	Section 31a	School leader, instructional coach, instructional support staff and 31a paraprofessionals

Activity - After School Study Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Accreditation Report

Cesar Chavez Academy Elementary

Identify students that are at risk in language arts for after school support on targeted skills.	Academic Support Program			09/03/2013	06/06/2014	\$8460	Title I Part A	School leader, coach, teachers and paraprofessionals
Activity - Data Driven Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align intervention needs with school wide data and student needs. Maintain 4 Title I Reading Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans ,Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials, Computer-based Reading programs	Direct Instruction			09/03/2013	06/06/2014	\$171159	Title I Part A	Administration, Instructional Coach, Teachers, Support Staff
Activity - ELL Extended Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELPA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of ELPA. Teachers and support staff will administer the support for the students.	Academic Support Program			09/03/2013	06/06/2014	\$12500	Title III	School leader, coach, ELL teacher and paraprofessionals
Activity - ELL Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teacher will be responsible for providing academic support for students scoring basic and low intermediate in ELPA and supporting SIOP in the classroom	Direct Instruction			09/03/2013	06/06/2014	\$7826	Title III	School leader, coach and ELL teacher
Activity - Summer School Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school; utilizing end of the year assessment data, students identified at risk in language arts will be invited to attend.	Academic Support Program			09/03/2013	06/06/2014	\$8500	Title I Part A	School leader, coach, teachers and instructional support staff

Accreditation Report

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Activity - Tuition Reimbursement for ELL Endorsement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who pursue ELL endorsement will receive tuition reimbursement up to 6 credits per year for 2-3 teachers.	Recruitment and Retention			09/03/2013	06/06/2014	\$6000	Title III	School leader
Activity - Professional Development on RLAC/Phonics First	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive sustainable and ongoing professional development on targeted interventions.	Professional Learning			09/03/2013	06/06/2014	\$3000	Title II Part A	School leader, instructional coach and instructional coach

Strategy 2:

Hands On Approach to Learning - Students will experience a hands on approach to learning through the use of technology. Students will attend various field trips that will allow students a hands on experience to help build background knowledge.

Research Cited: To be reviewed

Tier:

Activity - Utilize Technology/Hardware in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Ipads, laptops, desktops and other hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology			09/03/2013	06/06/2014	\$12080	Title I Part A	School leader, coach, teachers and support staff
Activity - Utilize Software Licenses to Engage Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use learningatoz.com, Discovery Education, StudyIsland, Early Star Literacy, etc	Technology			09/03/2013	06/06/2014	\$6208	Title I Part A	School leader, coach, teachers, support staff

Accreditation Report

Cesar Chavez Academy Elementary

Activity - Sustainable Professional Development on Using Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be equipped with essential tools to teach using Ipads and technology.	Professional Learning			09/03/2013	06/06/2014	\$1000	Title II Part A	School leader, coach and instructional staff

Strategy 3:

Effective Tier 1 Instruction - Improve core instruction by collecting school wide assessment data to determine areas for improvement through the use of best practices and research based methods.

Research Cited: Rtl: The Forgotten Tier by Joanne Allain, Driven by Data by Paul Bambrick-Santoyo and Common Core Standards

Tier:

Activity - Accelerated Reader- Star Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Implementation			09/03/2013	06/06/2014	\$2000	Title I Part A	School leader, coach, teachers and support staff

Activity - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align and implement Common Core Standards/Close and Critical Reading to current literacy initiatives, i.e: Houghton Mifflin, Making Meaning, Phonics First, Write Steps.	Implementation			09/03/2013	06/06/2014	\$0	No Funding Required	School, coach, teachers and instructional staff

Activity - Ongoing Professional Development - Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students.	Professional Learning			09/03/2013	06/06/2014	\$4000	Title II Part A	School leader, coach and instructional staff

Accreditation Report

Cesar Chavez Academy Elementary

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professional Learning			09/03/2013	06/06/2014	\$4000	Title II Part A	School leader, coach, teachers and support staff
Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block.	Implementation			09/03/2013	06/06/2014	\$3800	Title I Part A	School leader, coach and instructional staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire an Instructional Coach that would provide teachers with instructional support on best practices.	Monitor			09/03/2013	06/06/2014	\$68635	Title I Part A	School leader, coach and instructional staff
Activity - Shelter Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement SIOP.	Implementation			09/03/2013	06/06/2014	\$0	No Funding Required	School leader, coach and instructional staff
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will use researched best practices to deliver effective instruction to all learners with multiple delivery methods and materials.	Direct Instruction			09/03/2013	06/06/2014	\$550	Section 31a	School leader, coach and instructional coach

Strategy 4:

Parent/Family Involvement - Parents and families will be invited to weekly meetings to help assist their children with academic standards in all content areas in a

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language that they understand. Literature will be given as well to ensure parents are equipped with the necessary resources.

Research Cited: MDE publications

Tier:

Activity - Parent Friendly Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.	Parent Involvement			09/03/2013	06/06/2014	\$0	No Funding Required	School leader
Activity - Dia De La Mujer Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement			03/11/2014	03/14/2014	\$750	Title I Part A	School leader
Activity - Parent Leadership Institutes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly morning meetings are held for parents to give research based information on how to help their child excel in school.	Parent Involvement			09/03/2013	06/06/2014	\$2592	Title I Part A	School leader, staff
Activity - Parent ESL Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent workshop materials: ESL resources, learning manipulatives, and visual aides; to focus on academic strategies that parents can implement at home; for 40 parents; 35 weekly meetings.	Parent Involvement			09/03/2013	06/06/2014	\$3500	Title III	School leader, coach and instructional staff

Goal 2: All students at Cesar Chavez Academy will be proficient in math.

Measurable Objective 1:

A 31% increase of All Students will demonstrate a proficiency in number and operations, algebra, geometry, measurement, data analysis and probability in Mathematics by 06/06/2014 as measured by classroom assessments, Scantron and MEAP.

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Strategy 1:

Response to Intervention - The RTI will be documented when local and statewide assessment results are gathered and analyzed to tier students to ensure targeted instruction is given on a daily/planned basis to narrow the gap. Interventions will be administered by Title one teachers and paraprofessionals and 31a support staff. RTI meetings will be a forum to discuss student growth and hinderances of learning.

Research Cited: RTI network, articles and literature

Tier:

Activity - Daily Research and Evidence Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive targeted instruction for at least an hour by instructional staff as prescribed to address areas of weaknesses.	Direct Instruction			09/03/2013	06/06/2014	\$169421	Section 31a	School leader, coach and instructional staff
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Academic Support Program			09/03/2013	06/06/2014	\$8460	Title I Part A	School leader, coach, teachers and support staff
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be invited to attend summer school to receive intensive targeted interventions for six weeks.	Academic Support Program			09/03/2013	06/06/2014	\$8500	Title I Part A	School leader, coach and instructional staff
Activity - Professional Development on RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems, procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning			09/03/2013	06/06/2014	\$4393	Title II Part A	School leader and coach

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Activity - Kinder Summer Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Direct Instruction			09/03/2013	06/06/2014	\$24982	Section 31a	School leader, coach and instructional staff

Strategy 2:

Use of Technology - Implement various components of technology; promethean boards, laptops, United Streaming, NEO's, iPads into math curriculum to engage learners with various strategies to address the achievement gap.

Research Cited: Common Core Standards and MACUL

Tier:

Activity - Use of Apps for Ipads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Apps on Ipads to guide them in their understanding and mastery of material at least once a week.	Technology			09/03/2013	06/06/2014	\$3893	Title I Part A	School leader, coach and instructional staff

Activity - Ipads	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will prepare for career and college readiness when learning how to use Ipads to demonstrate their understanding, make connections to real life and build on prior knowledge.	Technology			09/03/2013	06/06/2014	\$12080	Title I Part A	School leader, coach and instructional staff

Activity - Math Software Licenses/Math Flash	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate Math Facts Technology Program in math curriculum to help reinforce math facts.	Technology			09/03/2013	06/06/2014	\$2000	Title I Part A	School leader, coach and instructional staff

Activity - Professional Development on Utilizing Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professional Learning			09/03/2013	06/06/2014	\$1500	Title II Part A	School leader, coach and instructional staff
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Activity - Scantron	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scantron will be used to assess students' growth and mastery in math to improve and drive instruction.	Technology			09/03/2013	06/06/2014	\$4978	Title I Part A	School leader, coach and instructional staff

Strategy 3:

Differentiated Instruction - n/a

Research Cited: Articles, Literature, Professional Learning

Tier:

Activity - Math Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction			09/03/2013	06/06/2014	\$2500	Section 31a	School leader, coach and instructional staff

Activity - Pre/Post Math Assessment K-2 aligned to common core state	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre/Post test given each year to k-2 will be aligned to common core state standards in conjunction with MyMath strategies.	Implementation			09/03/2013	06/06/2014	\$0	No Funding Required	School leader, coach and instructional staff

Activity - Professional Development on D.I.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning			09/03/2013	06/06/2014	\$2000	Title II Part A	School leader, coach and instructional staff

Goal 3: All students at Cesar Chavez Lower Elementary will become proficient in Science.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency in Science by 06/06/2014 as measured by MEAP and Classroom Assessments.

Strategy 1:

Real Life Connections to Science - Students will engage on hands on learning, use technology and travel to various institution to promote understanding and mastery of Science.

Research Cited: Common Core standards

Tier:

Activity - Field Trip to Imagination Station	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a hands on experience to state standards by participating in Imagination Station field trip.	Field Trip			09/03/2013	06/06/2014	\$3500	Title I Part A	School leader, coach and instructional staff
Activity - Weekly Science Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will witness and partake in the inquiry process with completing various science projects that will enhance their understanding.	Direct Instruction			09/03/2013	06/06/2014	\$1000	Title I Part A	School leader, coach and instructional staff
Activity - Software and Ipad Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life when using brainpop, discovery learning, Ipads to reinforce what has been taught in the classroom.	Technology			09/03/2013	06/06/2014	\$5000	Title I Part A	School leader, coach and teachers
Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction			09/03/2013	06/06/2014	\$5000	General Fund	School leader, coach and instructional coach
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Strategy 2:

Data Driven Decision Making - Various sources of data will be used to drive instruction in Science.

Research Cited: To be reviewed

Tier:

Activity - Scantron and Science Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common assessments in grades K-1. Teachers will use Scantron in 2nd grade.	Implementation			09/03/2013	06/06/2014	\$4978	Title I Part A	School leader, coach and instructional staff

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the weak areas.	Academic Support Program			09/03/2013	06/06/2014	\$0	No Funding Required	School leader, coach and instructional staff

Activity - Professional Development on Data Driven Decision Making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will be presented on how to drive instruction as a result of data analysis.	Professional Learning			09/03/2013	06/06/2014	\$2500	Title II Part A	School leader, coach and instructional staff

Goal 4: All students at Cesar Chavez Lower Elementary School will become proficient in Writing.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency six traits of writing, speaking and listening and curriculum formative and summative assessment, mastery on rubrics and checklists in English Language Arts by 06/13/2014 as measured by Scantron, MEAP, WriteSteps and curriculum summative and formative assessments from KC4.

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Strategy 1:

Writing Across the Curriculum - Writing will be a great focus in all content areas when using rubrics, curriculum resources and communicating standards for six traits plus one.

Research Cited: [http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf)

Tier:

Activity - Supplemental Materials to Support WriteSteps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Direct Instruction			09/03/2013	06/13/2014	\$1000	Title I Part A	School leader, coach and instructional staff
Activity - Use the Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
D.I. will be promoted when students represent what they already know and show their ability to organize information in multiple ways.	Direct Instruction			09/03/2013	06/13/2014	\$550	General Fund	School leader, coach and instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Kinder Summer Institute	Students exiting preschool and commencing to Kindergarten will engage in daily activities to strengthen their math and reading skills to prepare them for a successful kindergarten year.	Direct Instruction			09/03/2013	06/06/2014	\$24982	School leader, coach and instructional staff
Daily Research and Evidence Based Interventions	Students will receive targeted instruction for at least an hour by instructional staff as prescribed to address areas of weaknesses.	Direct Instruction			09/03/2013	06/06/2014	\$169421	School leader, coach and instructional staff
31A Paraprofessionals	31A paraprofessionals provide interventions for at risk students in reading and math. Assessment data is obtained through a variety of assessments. Interventions are based on targeted skills.	Academic Support Program			09/03/2013	06/06/2014	\$169412	School leader, instructional coach, instructional support staff and 31a paraprofessionals
Differentiated Instruction	Instructional staff will use researched best practices to deliver effective instruction to all learners with multiple delivery methods and materials.	Direct Instruction			09/03/2013	06/06/2014	\$550	School leader, coach and instructional coach
Math Centers	Students will engage in learning activities that address their areas of weaknesses with manipulatives, technology, games, peer tutoring, etc....	Direct Instruction			09/03/2013	06/06/2014	\$2500	School leader, coach and instructional staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Utilize Technology/Hardware in the Classroom	Students will use Ipads, laptops, desktops and other hardware to increase mastery and work at their ability level to address the gap in achievement.	Technology			09/03/2013	06/06/2014	\$12080	School leader, coach, teachers and support staff
Scantron	Scantron will be used to assess students' growth and mastery in math to improve and drive instruction.	Technology			09/03/2013	06/06/2014	\$4978	School leader, coach and instructional staff
Use of Apps for Ipads	Students will use Apps on Ipads to guide them in their understanding and mastery of material at least once a week.	Technology			09/03/2013	06/06/2014	\$3893	School leader, coach and instructional staff
Summer School Staff	Summer school; utilizing end of the year assessment data, students identified at risk in language arts will be invited to attend.	Academic Support Program			09/03/2013	06/06/2014	\$8500	School leader, coach, teachers and instructional support staff
After School Tutoring	Students will attend after school tutoring at least twice a week to work in small groups on skills and standards that is a result of analysis of data.	Academic Support Program			09/03/2013	06/06/2014	\$8460	School leader, coach, teachers and support staff
Scantron and Science Assessments	Teachers will use common assessments in grades K-1. Teachers will use Scantron in 2nd grade.	Implementation			09/03/2013	06/06/2014	\$4978	School leader, coach and instructional staff
Software and Ipad Applications	Students will make connections to real life when using brainpop, discovery learning, Ipads to reinforce what has been taught in the classroom.	Technology			09/03/2013	06/06/2014	\$5000	School leader, coach and teachers
Ipads	Students will prepare for career and college readiness when learning how to use Ipads to demonstrate their understanding, make connections to real life and build on prior knowledge.	Technology			09/03/2013	06/06/2014	\$12080	School leader, coach and instructional staff

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Accelerated Reader-Star Early Literacy	Continue to implement Accelerated Reader Technology program and Star Reader assessment along with Early Star Literacy.	Implementation			09/03/2013	06/06/2014	\$2000	School leader, coach, teachers and support staff
Supplemental Materials to Support WriteSteps	Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core.	Direct Instruction			09/03/2013	06/13/2014	\$1000	School leader, coach and instructional staff
Data Driven Targeted Interventions	Align intervention needs with school wide data and student needs. Maintain 4 Title I Reading Interventionists. Professional Development for intervention programs. Review and monitor data each week at co-plans ,Align interventions to Houghton Mifflin, Making Meaning, and Phonics 1st programs, Progress monitoring, Rtl materials, Computer-based Reading programs	Direct Instruction			09/03/2013	06/06/2014	\$171159	Administration, Instructional Coach, Teachers, Support Staff
Informational Text	Teachers will increase the use of informational text by incorporating cross curricular activities (science and social studies) during the reading block.	Implementation			09/03/2013	06/06/2014	\$3800	School leader, coach and instructional staff
Weekly Science Experiments	Students will witness and partake in the inquiry process with completing various science projects that will enhance their understanding.	Direct Instruction			09/03/2013	06/06/2014	\$1000	School leader, coach and instructional staff
Utilize Software Licenses to Engage Learners	Students will use learningatoz.com, Discovery Education, StudyIsland, Early Star Literacy, etc	Technology			09/03/2013	06/06/2014	\$6208	School leader, coach, teachers, support staff
Dia De La Mujer Conference	Dia De La Mujer held at Michigan State Univ. Open to 50 parents on a first-come, first-serve basis. The 1-day conference in March is designed to provide Michigan Latinas with the opportunity to develop support systems to overcome challenging areas. Agenda is tailored to Latinas' social/academic issues, is a source of education/development for employment, educational opportunities & empowerment of Latinas.	Parent Involvement			03/11/2014	03/14/2014	\$750	School leader
Instructional Coach	Hire an Instructional Coach that would provide teachers with instructional support on best practices.	Monitor			09/03/2013	06/06/2014	\$68635	School leader, coach and instructional staff

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Summer School	Students will be invited to attend summer school to receive intensive targeted interventions for six weeks.	Academic Support Program			09/03/2013	06/06/2014	\$8500	School leader, coach and instructional staff
Parent Leadership Institutes	Weekly morning meetings are held for parents to give research based information on how to help their child excel in school.	Parent Involvement			09/03/2013	06/06/2014	\$2592	School leader, staff
Math Software Licenses/Math Flash	Integrate Math Facts Technology Program in math curriculum to help reinforce math facts.	Technology			09/03/2013	06/06/2014	\$2000	School leader, coach and instructional staff
After School Study Skills	Identify students that are at risk in language arts for after school support on targeted skills.	Academic Support Program			09/03/2013	06/06/2014	\$8460	School leader, coach, teachers and paraprofessionals
Field Trip to Imagination Station	Students will have a hands on experience to state standards by participating in Imagination Station field trip.	Field Trip			09/03/2013	06/06/2014	\$3500	School leader, coach and instructional staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Shelter Instruction Observation Protocol (SIOP)	Teachers will continue to implement SIOP.	Implementation			09/03/2013	06/06/2014	\$0	School leader, coach and instructional staff
Parent Friendly Curriculum	Create Parent Friendly curriculum that is translated into Spanish based on common core state standards.	Parent Involvement			09/03/2013	06/06/2014	\$0	School leader
Grade Level Meetings	Teachers are scheduled to meet weekly to discuss data related to science and how the students are progressing and develop a plan to address the weak areas.	Academic Support Program			09/03/2013	06/06/2014	\$0	School leader, coach and instructional staff

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Common Core State Standards	Align and implement Common Core Standards/Close and Critical Reading to current literacy initiatives, i.e: Houghton Mifflin, Making Meaning, Phonics First, Write Steps.	Implementation			09/03/2013	06/06/2014	\$0	School, coach, teachers and instructional staff
Pre/Post Math Assessment K-2 aligned to common core state	Pre/Post test given each year to k-2 will be aligned to common core state standards in conjunction with MyMath strategies.	Implementation			09/03/2013	06/06/2014	\$0	School leader, coach and instructional staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on RTI	Professional development will be planned at least twice a year, on and off campus, to inform instructional staff on systems, procedures and policies to improve students' performance. School leader and instructional coach will also attend monthly meetings that discuss and present on the RTI process.	Professional Learning			09/03/2013	06/06/2014	\$4393	School leader and coach
Professional Development on RLAC/Phonics First	Teachers will receive sustainable and ongoing professional development on targeted interventions.	Professional Learning			09/03/2013	06/06/2014	\$3000	School leader, instructional coach and instructional coach
Professional Development on Data Driven Decision Making	Teachers and support staff will be presented on how to drive instruction as a result of data analysis.	Professional Learning			09/03/2013	06/06/2014	\$2500	School leader, coach and instructional staff
Sustainable Professional Development on Using Technology	Instructional staff will be equipped with essential tools to teach using Ipads and technology.	Professional Learning			09/03/2013	06/06/2014	\$1000	School leader, coach and instructional staff
Professional Development on D.I.	On site and off site opportunities will be planned and offered to inform teachers on best practices and D.I.	Professional Learning			09/03/2013	06/06/2014	\$2000	School leader, coach and instructional staff

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Professional Development on Utilizing Technology in the Classroom	Instructional staff will be presented with techniques and strategies in relationship to technology to increase student's progress.	Professional Learning			09/03/2013	06/06/2014	\$1500	School leader, coach and instructional staff
Ongoing Professional Development - Common Core State Standards	Instructional staff will increase their skill set on the common core standards and use what they have learned to increase academic progress in ALL students.	Professional Learning			09/03/2013	06/06/2014	\$4000	School leader, coach and instructional staff
Professional Development on Differentiated Instruction	Incorporate differentiated instruction into Tier 1. Provide professional development to instructional staff on effective literacy based activities to research based program/strategies Such as Whole Brain Teaching, Daily 5, Ten a Day, Tiered Instruction and other researched based best practices.	Professional Learning			09/03/2013	06/06/2014	\$4000	School leader, coach, teachers and support staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use the Graphic Organizers	D.I. will be promoted when students represent what they already know and show their ability to organize information in multiple ways.	Direct Instruction			09/03/2013	06/13/2014	\$550	School leader, coach and instructional
Science Fair	All students in grades K-2 will complete a science fair project focusing on the Scientific Process.	Direct Instruction			09/03/2013	06/06/2014	\$5000	School leader, coach and instructional coach

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent ESL Workshops	Parent workshop materials: ESL resources, learning manipulatives, and visual aides; to focus on academic strategies that parents can implement at home; for 40 parents; 35 weekly meetings.	Parent Involvement			09/03/2013	06/06/2014	\$3500	School leader, coach and instructional staff

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ELL Teacher	ELL teacher will be responsible for providing academic support for students scoring basic and low intermediate in ELPA and supporting SIOP in the classroom	Direct Instruction			09/03/2013	06/06/2014	\$7826	School leader, coach and ELL teacher
ELL Extended Day Program	ELPA Assessment data will be utilized to identify students performing at basic and low intermediate level. Students at basic and low intermediate will be invited to attend ELL Extended Program targeting deficit areas of ELPA. Teachers and support staff will administer the support for the students.	Academic Support Program			09/03/2013	06/06/2014	\$12500	School leader, coach, ELL teacher and paraprofessionals
Tuition Reimbursement for ELL Endorsement	Teachers who pursue ELL endorsement will receive tuition reimbursement up to 6 credits per year for 2-3 teachers.	Recruitment and Retention			09/03/2013	06/06/2014	\$6000	School leader