



# **Accreditation Report**

**Cesar Chavez Middle School**

**Cesar Chavez Academy**

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# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

César Chávez Academy Middle School (CCAMS) is located in the heart of Southwest Detroit with the predominate population being Hispanic. For the 2014-2015 school year, CCAMS serves just under 600 students in grades six, seven, and eight. Eighty-five percent of our student population is comprised of English learners and we are a fully inclusive school, so it is extremely important that multiple avenues and opportunities are provided for all students to become successful and academically proficient.

Over the past three years, the number of abandoned homes in the surrounding neighborhood has increased significantly. Additionally, Immigration and Customs Enforcement (ICE) department has been targeting families that the school serves. The constant threat of ICE, transportation, high-poverty, and language barriers continue to present unique challenges to our population.

Amidst these challenges our school, maintains a positive behavior expectation and provides a safe environment for all students and staff members. CCAMS focuses on the academic performance as well as the social and emotional well-being of our students. It is this spirit that partnerships with community outreach agencies have been established providing additional wrap-around services to students. These partnerships and initiatives have been well received and utilized by all members of our school community.

The school's strength are many but can be best summed up by the commitment of the administration, staff, and parents to the students we serve. CCAMS offers its teachers and students much of the latest instructional resources along with a variety of professional development options. CCAMS has earned a positive reputation within the community and has received a rating of "A" from the Mackinaw Center.

We have always been an advocate of using Bloom's Taxonomy and utilizing the theory of Multiple Intelligence to improve on our students' higher order thinking skills. Additionally, we offer a wide variety of programming to all students, such as Positive Behavioral Intervention Support (PBIS), Math and Literacy night, Career Day, ESL classes, ESL extended day and Spanish. Our schedule is also built to include twenty-five minutes of Response to Intervention (RtI). Here, students are placed in classes based on need and students who are not in need of additional support are provided with the opportunity to further excel. Furthermore, the students in greatest need of improvement are identified and receive effective academic intervention services. Some such services are Read 180, Read Naturally, FasttMath, System 44, among others; all of which support our school-wide program RtI. More recently, we have implemented standards based grading for all courses at CCAMS. While we are still navigating this change in mindset, all stakeholders are adjusting well.

Community Demographics: 60% Hispanic/Latino; 29.5% Caucasian; 8.4% African American; 2.1% Multi-Racial

Student Demographics: 87% Hispanic/Latino; 4.5% Caucasian; 6.5% African American; 2% Multi-Racial

Staff Demographics: 6% African American; 12% Multi-Racial; 69% Caucasian; 1% American Indian or Alaskan Native; 12% unidentified

## **School's Purpose**

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

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

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

Our Beliefs and Values:

We believe in meeting the diverse needs of our students by ensuring family involvement, which is paramount to student success.

We believe the learning process must encompass engaging, hands-on multi-sensory activities based on student interest and ability to promote academic excellence and inclusion.

We believe the community helps build the foundation for success.

We believe that every child will be prepared to become positive, productive members of the community.



## **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.**

CCA has prided itself on being able to meet the educational needs of students in Southwest Detroit - specifically, students who are generally English Learners (EL), from low-income families. To do this takes more than just materials in each classroom or even the latest technological gadgets. The academy has been able to continue under challenging conditions because it has become a fixture in the community and because it is closely associated with it. While staff might change over time, that connection between school and community remains. The academy continues to utilize and rely on what might be called simple "good instructional practices" that are contained within the Sheltered Instruction Observation Protocol (SIOP) model of lesson design and delivery. EL students require an approach that not only deals with the subject content, but also the medium that it is conveyed in (i.e. language). The school provides opportunities for stakeholders to interact and work together with teachers and staff in a way that solidifies that sense of community, which is an important aspect among the CCA families. Teachers and support staff have been using the Response to Intervention (RtI) model to assist students in meeting grade level expectations for a number of years, even before it became the new approach in education. Providing interventions that target the individual needs of students is something that CCA staff are accustomed to doing; support staff are utilized so that students in most need of assistance are provided just that, in either small-group or individual instruction. Given the particular demographics of the school, priority has always been on providing interventions for reading and English literacy, mathematics has been added as a focus in recent years.

Staff is provided with many opportunities to develop and sharpen both their skills and their competencies in delivering effective lessons. Extensive professional development is provided each school year in the few weeks preceding the start of the school year, focusing on areas where improvements need to be made. Sometimes this will involve training in how to better access the curriculum, use of program tools and resources, or instructional strategies and approaches to teaching and learning. In addition to this, educators at CCA are able to benefit from the academy's management company, the Leona Group (TLG), and the network of schools operated by TLG. Professional development is provided to new and inexperienced teachers during the several New Teacher Academy sessions planned each year. Support is provided to the school in the form of a full-time Instructional Coach, whose role is to assist teachers and staff during every stage of the instructional process. School leaders are provided with not only support but further professional development so that they can truly serve as instructional leaders in the school, and to help guide and develop each educator working in the building. Instructional competencies are monitored periodically throughout the year using a standardized observation protocol (the aim of which is to provide formative feedback on lesson planning and delivery, instructional practices, and student engagement, and learning), as well as annually using the new Educator Evaluation System which proves an appraisal of performance based on student achievement/growth and also professional practices and involvement.

## **Additional Information**

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

César Chávez Academy Middle School:

- Provides a safe learning environment where all students are held accountable and reach high levels of academic achievement.
- Values open communication between all stakeholders.
- Fosters a spirit of lifelong learning and establishes a community of productive citizens.
- Promotes intellectual curiosity and creative thinking to educate the whole child.

Vision:

Collaboration is essential to our individual and collective success. It is said that it takes a village to raise a child, and in order to educate all 598 students currently enrolled, we are going to have to pull together and form trusting relationships where we can depend on one-another for support, guidance, and improvement.

The following four statements will be the driving force and core of our focus for the upcoming year:

- a) César Chávez Academy Middle School's vision places high standards and expectations on students to inspire all toward excellence
- b) Our vision will be met through collaborative and continuous improvements made by both students and staff
- c) Teachers will use data driven instruction, authentic assessments, and streamlined grading processes in order to ensure academic growth and overall improvement
- d) Students at CCAMS will take an active role in their education and accept responsibility for their own learning

# Self Assessment

## **Introduction**

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

### Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•School improvement revisiting and modifying goals Grade level, Rtl, and PBIS meeting minutes</li> </ul>	Level 3

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

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

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

After examining the evidence and artifacts for purpose and direction, we believe that the school's purpose is clearly defined. This is communicated to stakeholders through multiple communication efforts including monthly newsletters, student handbooks, staff handbooks, and the school website. There are also shared beliefs and values among the staff at César Chávez Academy Middle School (CCAMS). CCAMS can definitely improve in the area of two-way communication with stakeholders. Given the large Spanish speaking population, teachers and administrators make an effort to translate all information that is sent home and published on the website. An emphasis will continue to include voices of parental stakeholders in our continuous improvement process.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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

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

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders 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"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Surveys Board reports School Newsletters</li> </ul>	Level 3



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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li><li>•Targeted professional development from the management company (The Leona Group) and school authorizer (Saginaw Valley State University).</li></ul>	Level 3

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

After examining the evidence and artifacts for the governance and leadership, César Chávez Academy Middle School (CCAMS) believes the governing body establishes policies and supports practices that ensure effective administration.

CCAMS policies and practices support the school's purpose and direction and the effective operation of the school. Student handbooks that define expectations, policies and practices to help maintain an effective operation of the school are available, in both Spanish and English, to all members of the learning community.

### 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: 2.83

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	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"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Instructional Coach/District Instructional Coach Walk-Thrus School Leader EEP's/ evaluations/walk-thrus</li> </ul>	Level 3

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

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

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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"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

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 and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> </ul>	Level 3

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

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

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

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

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

Upon examination of the evidence and artifacts for the teaching and assessing for learning process, César Chávez Academy Middle School staff believes the school's curriculum can provide 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.

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CCAMS has many strengths, which include using data from student assessments to regularly examine professional practice, monitor and adjust curriculum, instruction and assessment ensuring alignment with the school's goals for achievement and instruction. Teachers have attended professional development sessions to enhance instructional strategies used in the classroom, such as reading in the content area, the use of technology in instruction and formative assessment. Teaching staff is also actively involved in the IEP and 504 processes. The school's community liaison continues to hold PowerSchool training for parents as one avenue to ensure they have a way of staying informed on the progress of their child's learning. Additionally parent teacher conferences are held mid-quarter four times per year. This approach has ensured students and parents are fully aware of their child's academic strengths and weaknesses while providing adequate time for interventions as necessary.

Administration formally and consistently monitors instructional practices through supervision and evaluation procedures to ensure that they are aligned with the school values and beliefs about teaching and learning. Classroom observations are also utilized as evidence that teachers are teaching the approved curriculum, are directly engaged with all students in the oversight of their learning and use content specific standards of professional practice. This has been put into place with the support of an evaluation system that is incorporated district-wide.

César Chávez Academy Middle School also has a few areas for improvement. There is a formal structure whereby many students are well known by at least one adult advocate in the school who supports that student's educational experience. However, the goal is to have a mentoring program in which each student is well known by an adult in the building. Relationships as such would foster a greater sense of community and allow the students to have at least one adult advocate within the school building. Fully implementing this mentoring structure would allow the school employee to gain insight into the student's needs regarding learning, thinking, and life skills. Additionally, by adopting this structure, students will feel more involved, committed to their education, and cared for. This will be a goal added into our school improvement plan for the upcoming year.

## Standard 4: Resources and Support Systems

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

Overall Rating: 2.86

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

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



# Accreditation Report

Cesar Chavez Middle School

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"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 4

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"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 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 meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 2

# Accreditation Report

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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"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•1 full time school social worker and 1 part time who both carry full caseloads community mental health resources school/parent liason</li> </ul>	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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 2

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

Upon examination of the evidence and artifacts for the resources and support systems, the staff of César Chávez Academy Middle School believes that there are adequate resources and support systems in place to provide wrap-around support for CCAMS students and their families.

Most notably, CCAMS has qualified professional and support staff to fulfill the roles and responsibilities that are necessary to support the school's purpose, direction, and the educational program. Additionally, as survey results indicate, school safety and proper facility maintenance are paramount to providing an environment conducive to learning. While each classroom is equipped with a Promethean Board and document camera, the overall technology infrastructure needs to be improved upon.

## Accreditation Report

Cesar Chavez Middle School

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The staff of CCAMS continuously strives to meet the needs of each of our students. The school improvement team meets monthly to discuss data, progress toward current plans/goals, and address areas of concern. While all staff members are invited to attend, it is rare that all are able to. Therefore, department heads meet with their team members at minimum monthly to disseminate information and capture the pulse of their team.

### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

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

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

# Accreditation Report

Cesar Chavez Middle School

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

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•Professional Development on Grading Data Team</li> <li>Annual reports</li> <li>RTI Coach</li> <li>Parent Teacher Conferences</li> <li>Title 1 annual Meeting</li> </ul>	Level 3

# Accreditation Report

Cesar Chavez Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> <li>•standards based grading data analysis gradebook checks lesson plan reviews Board Presentation RTI coach monitors/reviews and communicates with staff</li> </ul>	Level 3

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

After examining the evidence and artifacts for the continuous improvement process, the staff of César Chávez Academy Middle School (CCAMS) firmly believes systems have been put into place allowing for the integration and utilization of results from various assessments, surveys, and metrics in order to drive continuous improvement. While CCAMS has many strengths, we are aware of our areas of improvement to positively impact learning.

CCAMS has a comprehensive assessment plan in place. The assessments are rigorous, balanced, and comprised of national, state, district, and teacher designed tests. Administration monitors all aspects of these assessments--from scheduling to data collection, analysis, and decision-making.

CCAMS utilizes PowerSchool and Live School to collect and analyze a range of data about student learning and behavior, which is integral to our PBIS program. Scantron and Study Island are used to consistently evaluate student performance, allowing teachers to measure student academic growth. All professional staff members have access to the data and can review the results to observe trends over time.

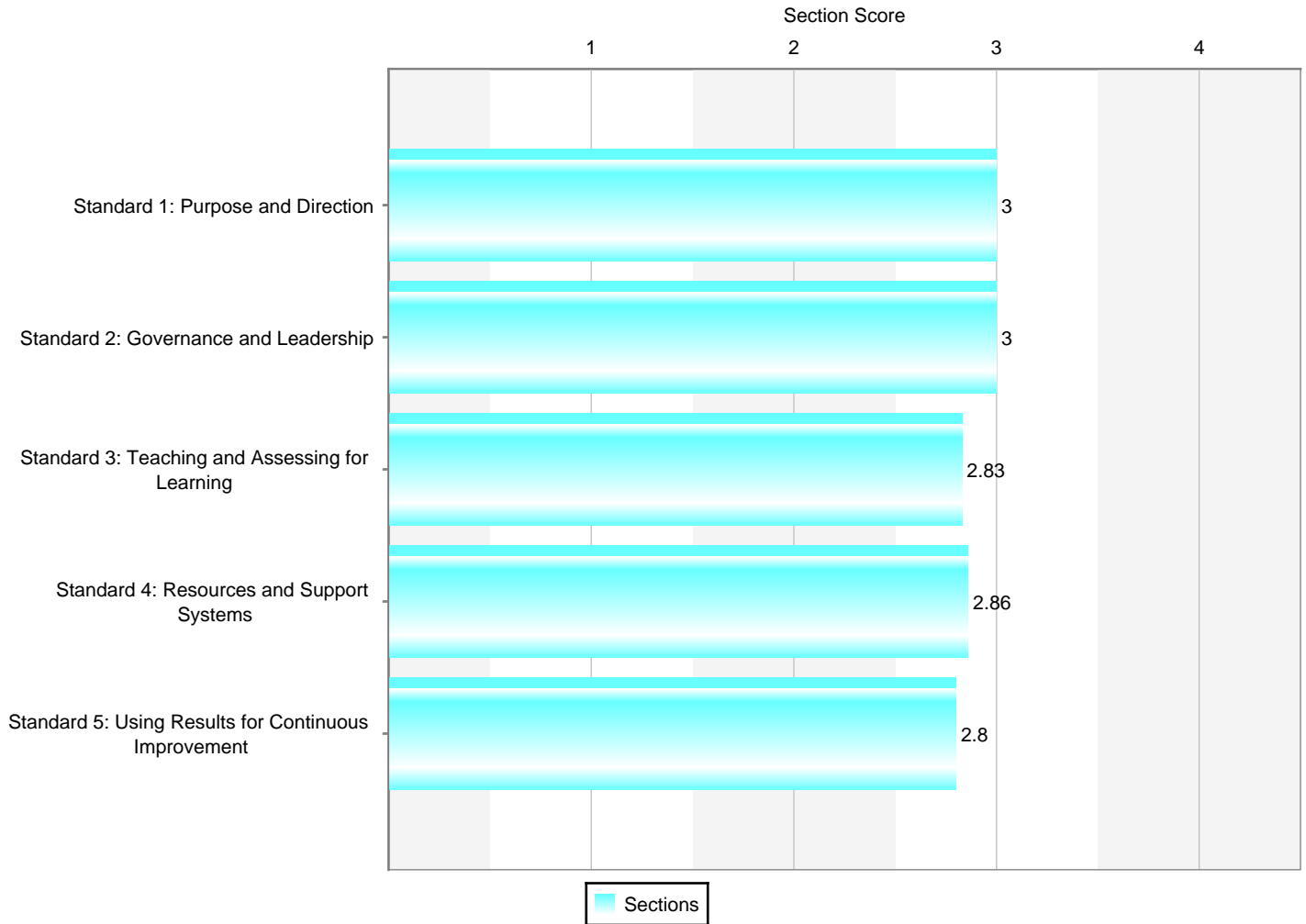
CCAMS has developed clear goals to support its mission and vision. These goals have guided our instructional objectives. These school improvement goals provide staff with a clear cut plan for all to meet the needs of our demographic. Teachers are required to utilize strategies to meet the goals outlined in our SIP. Our Response to Intervention program allows teachers to use data of previous assessments to create

personalized goals for students.

CCAMS has made progress in training its professional and support staff in the evaluation, interpretation, and use of data. Teachers participate in collaborative learning communities focused on themes outlined in the SIP; however a systematic approach and guided plan will be developed in order to target specific student needs. César Chávez Middle School is aware that work needs to be done to unify procedures across content department. Teachers and administrators need to work together to identify effective ways to collaborate around data to maximize decision-making outcomes. We will continue the dialogue across grade levels and departments ensuring alignment to meet the needs of all our students.

## 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		CCA Middle Parent Survey Results Staff Survey Results Student Survey MS Stakeholder Feedback

## 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?**

Please see attached Stakeholder Feedback Diagnostic for detailed analysis.

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

Please see attached Stakeholder Feedback Diagnostic for detailed analysis.

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

Please see attached Stakeholder Feedback Diagnostic for detailed analysis.

## **Areas in Need of Improvement**

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

Please see attached Stakeholder Feedback Diagnostic for detailed analysis.

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

Please see attached Stakeholder Feedback Diagnostic for detailed analysis.

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

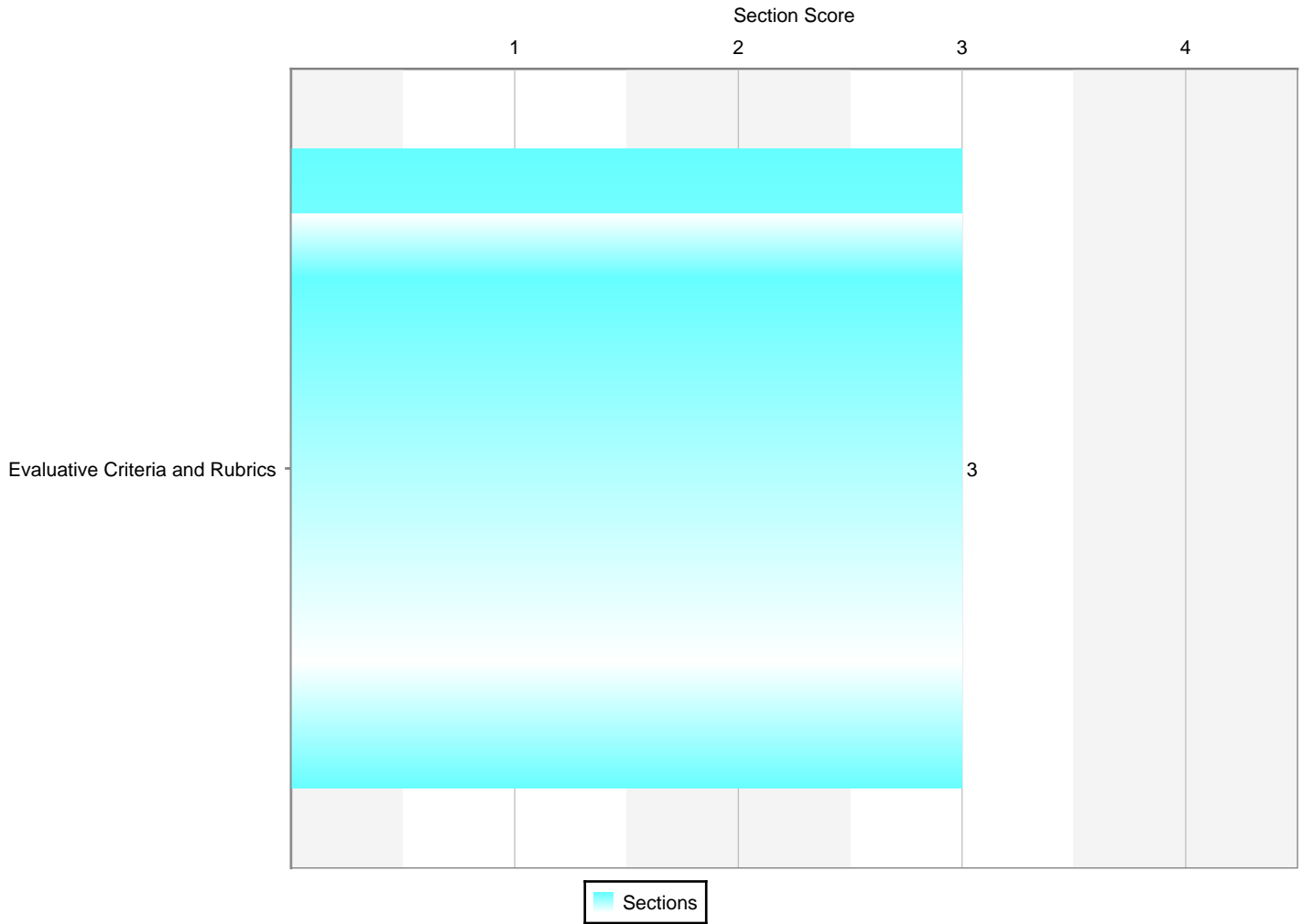
Please see attached Stakeholder Feedback Diagnostic for detailed analysis.

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

Please see attached Stakeholder Feedback Diagnostic for detailed analysis.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**



## **Introduction**

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

### Student Performance Data

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		4 Year MEAP Trend Scantron Benchmark MS Student Data

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## **Areas of Notable Achievement**

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

Based upon the MEAP data for 2013, sixth grade Reading indicates the highest level of achievement, with 57 percent proficiency. Seventh and eighth grade Reading scores are comparable, coming in at 44 and 50 percent respectively. In regard to Scantron scores, 6-8th grade students are performing well in Reading with an average of 53 percent SIP score during the Winter 2015 benchmark assessment.

Currently, there are no content areas in which student achievement is above the state targets of performance.

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

There is a positive trend across all grade levels in regard to Reading score growth, according to 2013 MEAP data. In regards to Scantron data, from the Fall 2014 benchmark assessment to the Winter 2015 benchmark assessment, Math and Reading scores increased across all grade levels. In regards to Study Island data, from the Fall 2014 benchmark assessment to the Winter 2015 benchmark assessment, Science and Social Studies scores increased across all grade levels.

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

Based upon the MEAP data for 2013, sixth grade Reading indicates the highest level of achievement, with 57 percent proficiency. Seventh and eighth grade Reading scores are comparable, coming in at 44 and 50 percent respectively. In regard to Scantron scores, 6-8th grade students are performing well in Reading with an average of 53 percent SIP score during the Winter 2015 benchmark assessment.

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

According to the 2013 MEAP, Hispanic or Latino students show an upward trend of proficiency.

Female students have also demonstrated an increase in overall performance on the 2013 MEAP test. This sentiment also holds true for the 2015 Winter benchmark testing cycle.

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

According to the 2013 MEAP data, the achievement gap in reading and writing is closing for students identified as homeless. Additionally, the seventh grade male subgroup shows a closing of the achievement gap in reading, mathematics, and writing. Finally, the subgroup comprised of formerly limited English proficient (FLEP) students in eighth grade is closing the achievement gap in reading, mathematics, and science.

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

Other data that supports the aforementioned findings includes current and historical Scantron, Study Island, and Star Reader benchmark test results.

## **Areas in Need of Improvement**

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

Based on 2013 MEAP data all content areas score below the state performance targets for achievement. However, the school experienced an overall increase in student achievement from the Fall 2014 to Winter 2015 benchmark cycles, in each of the core content areas.

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

According to MEAP data from Fall 2013, social studies and mathematics in sixth grade show a negative trend in achievement. Furthermore, eighth grade science also shows a decrease in achievement.

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

Based on 2013 MEAP data, science and social studies are the areas in which César Chávez Academy Middle School performs the lowest. However, it is important to note that according to the schools Study Island Science benchmark assessment results obtained thus far, for the 2014-2015 school year, student achievement is on the rise. Moreover, on the Winter 2015 benchmark students obtained a 53 percent passing score in Social Studies with 30 percent of the curriculum yet to be taught.

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

According to the MEAP 2013 data the subgroups that show a trend toward decreasing overall performance are males, those classified as economically disadvantaged, and students with disabilities. Additionally, English language learners (ELLs) also show a decreasing trend in overall performance when it comes to sixth grade mathematics.

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

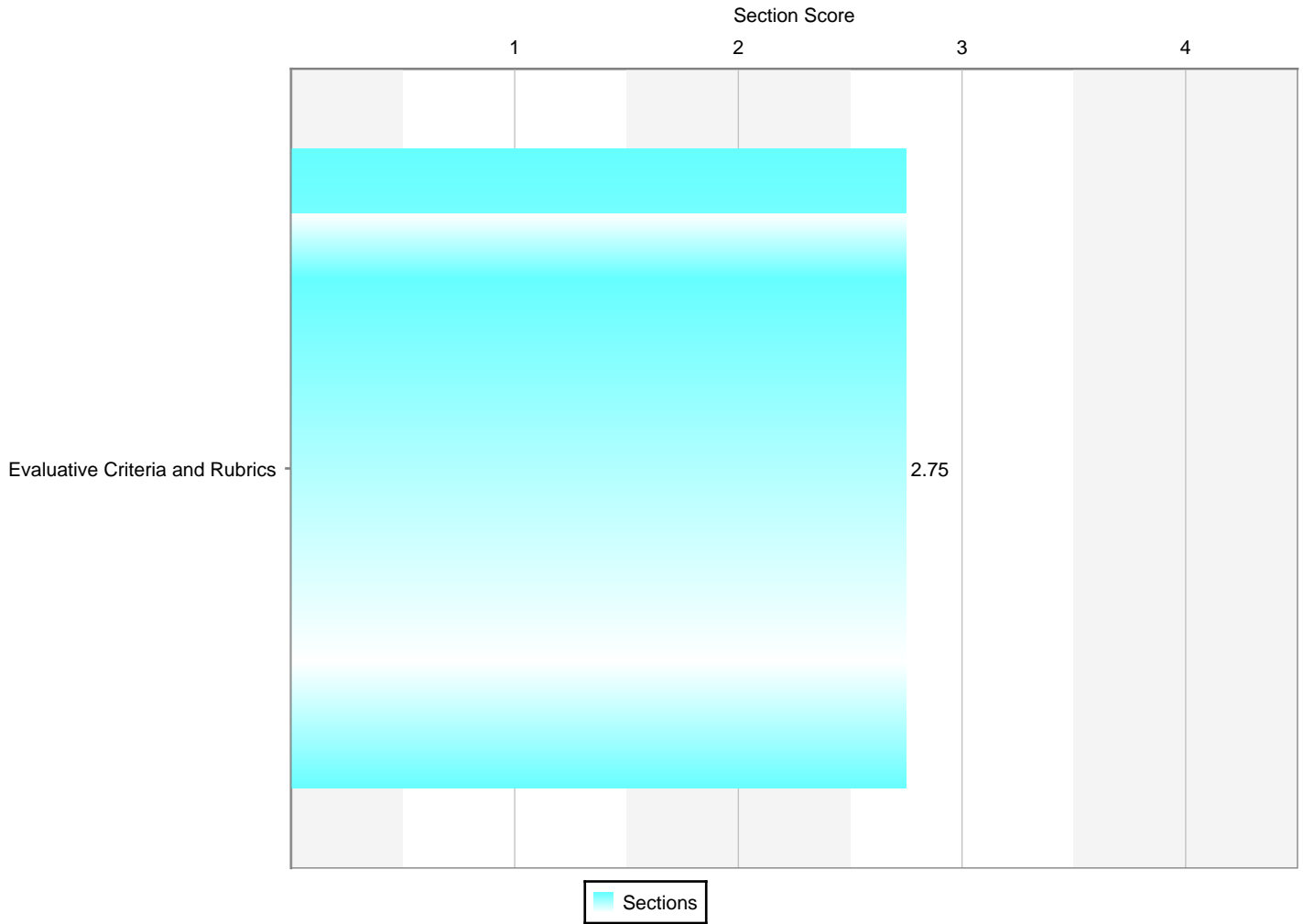
School wide, English Language Learners (ELLs) continue to lag behind native English speakers in both reading and mathematics. Additionally, the gap between students with disability and students without disabilities remains a school-wide concern for those in grades sixth through eighth; as are male students who continue to score achievement ratings lower than their female counterparts in reading.

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

Other data that supports the aforementioned findings includes current and historical Scantron, Study Island, and Star Reader benchmark test results.

## 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 2014-2015**

## Overview

### Plan Name

School Improvement Plan 2014-2015

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	English Language Arts (Reading) Proficiency	Objectives: 2 Strategies: 13 Activities: 24	Academic	\$745500
2	English/Language Arts (Writing) Proficiency	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$546000
3	Math Proficiency	Objectives: 1 Strategies: 6 Activities: 15	Academic	\$954500
4	Science Proficiency	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$590000
5	Social Studies Proficiency	Objectives: 1 Strategies: 7 Activities: 10	Academic	\$590500
6	ESL Proficiency	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: English Language Arts (Reading) Proficiency

### Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency by increasing the number of students reading at or above grade level in English Language Arts by 06/19/2015 as measured by ScanTron and MEAP scores.

### Strategy 1:

ACCELERATED READER/STAR READING PROGRAM/READ NATURALLY and READ 180 - To continue to improve the reading program within the school to support student levels through online reading practice and assessment programs and appropriate reading and instructional materials.

Research Cited: Technology based reading programs/assessments (Star Reading Program, Accelerated Reader program, Supplemental programs Read Naturally, Read 180)

Tier:

Activity - reading text and answering computer-based standardized follow-up questions for progress monitoring assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training for the staff to continue and become experts in providing quality assessments in the areas of reading to students in a timely manner. - READ 180- HEADPHONES with MICROPHONES, Workbooks - READ NATURALLY (10 Ipads) - STUDY ISLAND - SCANTRON - ACCELERATED READER 2 Neo Hubs, Updated hubs Wireless Printer to print data from Ipads	Technology			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	Classroom Teachers in the areas of English/Language Arts; Mathematics; Science; Social Studies Instructional Coach Support Staff

### Strategy 2:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice.

Research Cited: A Handbook for Classroom Instruction that Works, Marzano

Tier:

Activity - Creative Groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Accreditation Report

Cesar Chavez Middle School

Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	No Funding Required	All teaching staff with the support of the instructional coach.
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going professional development in the area of differentiated instruction and use of interventions within the classroom Professional Learning communities MTCE Conference for entire department	Professional Learning			08/18/2014	06/19/2015	\$10000	Title II Part A	school leader, instructional coach, district curriculum coach

Activity - Leveled Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled Readers for fluency and comprehension high interest books at lower reading levels Separate Testing across multiple weeks	Materials		Implement	08/18/2014	06/19/2015	\$0	Title I Schoolwide	Teachers Interventionists Instructional Aides Curriculum Coordinator

### Strategy 3:

Reading and Writing across the content areas - All staff will support students in achieving school-wide reading and writing goals across all grade levels and content areas

Research Cited: Common Core Standards

Tier:

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach and implement strategies that help with reading informational text	Implementation			06/16/2014	06/19/2015	\$3000	Title I Schoolwide	Instructional coach, classroom teachers, instructional aide

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development for all involved in teaching reading strategies	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Title I School Improvement (ISI)	School leader, Curriculum coordinator, District Curriculum Coordinator

### (shared) Strategy 4:

Response to Intervention - Staff will use effective, research-based strategies for student academic and instruction as outlined in RtI

Research Cited: Marzano, What Works in Schools, Response to Intervention

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need. Students will use Easy CBM and Read Naturally	Academic Support Program			08/18/2014	06/19/2015	\$420000	Section 31a, Title I Schoolwide	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention staff and aides will progress monitor students' response to and the effectiveness of behavioral or academic interventions including the use of AIMS web or other placement indicators/progress monitors	Academic Support Program			08/18/2014	06/08/2015	\$2500	Title I Schoolwide	teachers, aides, support staff, instructional aides,

Activity - Schedule Change	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
add daily time into the schedule for Response to Intervention time and remedial skills	Policy and Process			08/18/2014	06/19/2015	\$0	No Funding Required	School leader



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Activity - Rtl Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in the implementation of a successful response to intervention program	Professional Learning			08/18/2014	06/08/2015	\$2000	Title II Part A	All staff

### Strategy 5:

Positive Behavioral Support - staff will design an incentive program that will increase students' understanding of the behaviors and character traits that will support their academic success

Research Cited: Positive Behavior Support Theory, Marzano

Tier:

Activity - Eagle Expectations and Eagle Dollars	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a set of expectations and rewarded points in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	All staff

### Strategy 6:

SIOP - Staff will use the SIOP model to support the ELL population's learning and academic success

Research Cited: Echeverria, et al: Making Content Comprehensible

Tier:

Activity - SIOP training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete training for new staff and refresher courses for all on implementing the 8 components of SIOP and will benefit from the continued support and guidance of the district ELL coach	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	instructional coach, district ELL Coach

### Strategy 7:

New technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Technological teaching innovations include but are not limited to the use of lap tops, online learning and intervention programs, active whiteboards, neos, ipads.

Research Cited: Marzano, best practices

Tier:

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Activity - Online content-area software and materials,for learning and assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will have access to technological programs, materials, and assesment opportunities that support grade-level content through the use of laptops, neos, downloaded accelerated reader stories, ipads, ipods, headphones, ect.	Technology			09/02/2013	06/13/2014	\$40000	Title I Schoolwide	All staff
Activity - Training in technology-infused teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefite from training and supplemental support in how to effectively use technology to promote or scaffold student learning	Professional Learning			08/18/2014	06/08/2015	\$5000	Title II Part A	curriculum coach, school leader
Activity - Resource Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a Library catalog system with barcode scanner	Implementation	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Title I Schoolwide	School Leader curriculum Coordinator ELA Staff

### Strategy 8:

Extended Learning Opportunities - Teaching staff and administration will use data to identify at risk students for after school and summer school tutorial sessions that will provide supplemental support to students for mastery of content and skills

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - After-School study skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teaching staff will provide after school study skill sprograms for students struggling toward mastery of academic content and skills	Academic Support Program			08/18/2014	06/19/2015	\$53000	Section 31a, Title III	Teachers, support staff
Activity - Summer School study skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice fro at risk students identified through the use of data and teacher recommendations	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$72000	Title III, Section 31a	All staff

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**Strategy 9:**

Parental Involvement - staff will promote activities and collaborative environment to promote effective engagement of parents in their child's education

Research Cited: Epstein's Framework for Parental Involvement

Tier:

Activity - Montly Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of usalearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success.	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$4000	Title I Schoolwide	school leader, instructional staff

**Strategy 10:**

Utilize ESL teachers - An ESL teacher will use research based strategies to promote mastery and provide interventions as well

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

Tier:

Activity - Utilize ESL teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ESL teacher will use research based strategies to promote mastery and provide interventions as well	Recruitment and Retention			08/18/2014	06/08/2015	\$40000	Title III	school leader

**Measurable Objective 2:**

A 3% increase of English Learners students will demonstrate a proficiency reading in English Language Arts by 06/13/2014 as measured by ELPA, MEAP, Scantron.

**(shared) Strategy 1:**

Response to Intervention - Staff will use effective, research-based strategies for student academic and instruction as outlined in RtI

Research Cited: Marzano, What Works in Schools, Response to Intervention

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need. Students will use Easy CBM and Read Naturally	Academic Support Program			08/18/2014	06/19/2015	\$420000	Title I Schoolwide, Section 31a	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention staff and aides will progress monitor students' response to and the effectiveness of behavioral or academic interventions including the use of AIMS web or other placement indicators/progress monitors	Academic Support Program			08/18/2014	06/08/2015	\$2500	Title I Schoolwide	teachers, aides, support staff, instructional aides,

Activity - Schedule Change	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
add daily time into the schedule for Response to Intervention time and remedial skills	Policy and Process			08/18/2014	06/19/2015	\$0	No Funding Required	School leader

Activity - Rtl Training for Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training in the implementation of a successful response to intervention program	Professional Learning			08/18/2014	06/08/2015	\$2000	Title II Part A	All staff

### Strategy 2:

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

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

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$56000	Section 31a, Title III	school leader, instructional staff, instructional coach
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Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL learners will be provided the opportunity to be involved in additional instruction that addressed their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	Title III	school leader, instructional coach, instructional ELL coach

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	Title III	District ELL coordinator, ELL coach

### Strategy 3:

Professional development to support ELL - A professional development will occur and information learned will be implemented to inform all stakeholders of effective strategies to engage, prepare, and assess ELL students

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

Tier:

Activity - Consultant to present ELL strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	Title III	School leader, instructional leader, teachers and instructional coach

### Strategy 4:

Recruit and Maintain Bilingual/ESL certified staff - The school will make a good faith effort to recruit and maintain bilingual certified

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staff by offering tuition reimbursement to employees

Research Cited: Goldhaber D. D. and Anthony, E.(2004)Can teacher quality effectively be assessed? The Urban Institute

Tier:

Activity - Recruit and Maintain Bilingual/ESL certified staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District administrative team will establish an application process for tuition reimbursement	Recruitment and Retention	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	Title III	District administrative team

## Goal 2: English/Language Arts (Writing) Proficiency

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency at grade level in English Language Arts by 06/13/2014 as measured by writing sample.

### Strategy 1:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice

Research Cited: Marzano best practices

Tier:

Activity - Creative groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material	Implementation	Tier 1	Implement	08/18/2014	06/08/2015	\$0	No Funding Required	all instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teaching and support staff will continue to learn strategies to effectively differentiate instruction for increased student success. Additionally teachers will form professional learning communities to coordinate practice of differentiated instruction and formative assessments Search for different writing programs to meet the needs of diverse learners	Professional Learning	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$10000	Title I Schoolwide	school leader, instructional coach, instructional staff
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### Strategy 2:

Extended Learning Opportunities - Staff will offer supplemental opportunities for students to receive support in achieving individual learning goals.

Research Cited: school demographics, school information from quarterly assessments, school information from state assessments

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$56000	Section 31a, Title III	Identified teaching and support staff Curriculum Coach Administration

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/18/2014	06/19/2015	\$73000	Title III, Section 31a	All summer school teaching and support staff

### Strategy 3:

Writing Across the Content Areas - All staff will support students in achieving school-wide reading and writing goals across all grade levels and content areas

Research Cited: CCSS

Tier:

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Activity - Writing Practice through content area materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in activities using content-area materials that allow for practice and support in achieving school-wide reading and writing goals including writing about informational text	Implementation			08/18/2014	06/19/2015	\$1000	Title I Schoolwide	all instructional staff and aides, curriculum coach

### Strategy 4:

Response to Intervention and Positive Behavior Support program - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory

Research Cited: Marzano, Best Practice, Response to Intervention and PBS theory

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/18/2014	06/19/2015	\$390000	Section 31a, Title I Schoolwide	all instructional and support staff

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an incentivized program that will increase their understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	all staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development in the implementation of a successful response to intervention program.	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	school leader, curriculum coach

### Strategy 5:

SIOP - Staff will use the S.I.O.P model to support ELL student achievement

Research Cited: Echeverria, et al: Making Content Comprehensible



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Tier:

Activity - SIOPI training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional development in successfully implementing the 8 components of SIOPI Instructional Rounds Training for implementation of SIOPI	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	all staff, administration

### Strategy 6:

Technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Students are visual learners and all learn differently. Students will be allowed to use lap tops, online learning and intervention programs and other technology purchased by the school in daily instruction within the classrooms

Research Cited: Marzano, best practice

Tier:

Activity - New technology training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
staff will know how to use appropriate learning and assessment opportunities that support grade-level content through the use of laptops, neos, and desktop computers	Professional Learning			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	school leader, curriculum coach, teaching staff

## Goal 3: Math Proficiency

### Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score of proficient in Mathematics by 06/13/2014 as measured by math MEAP.

### Strategy 1:

Differentiated Instruction - Differentiated instruction will be implemented to support student learning

Research Cited: Marzano Best Practices

Tier:

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Activity - Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching and support staff will take advantage of manipulatives in hands-on learning opportunities to promote student understanding and success for both remedial and enrichment	Getting Ready			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	classroom teachers, instructional coach
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be trained throughout the school year. Lesson plans will be monitored weekly by the instructional coach to ensure that DI strategies are included. Modeling of DI strategies will be observed by teachers, and coaching on alignment with common core. Rick Wormeli Training for entire department and interventionists Jonathon Gould training for hands on/differentiated MATH instruction. Alignment between CCSS, curriculum and assessment. EFFECTIVE math centers at the MIDDLE SCHOOL LEVEL	Professional Learning			08/18/2014	06/19/2015	\$10000	Title II Part A	math teaching and support staff, curriculum coordinator
Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments	Professional Learning			08/18/2014	06/19/2015	\$7000	Title II Part A	teaching and support staff, and administration
Activity - Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math Course Resources Project Based Learning resources Hands on Manipulatives Interactive Lesson Programs and workbooks Laptops for Fast Math Accelerated Math Program Math Interventionist White Boards/ All classes EXPO Markers	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Other	Math Instructional Staff and Interventionists, Curriculum Coordinator

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### Strategy 2:

Extended Learning Opportunities - Students in need of additional support will receive supplemental instruction after school or during summer break in addition to MEAP Cram and AWIM programs

Research Cited: What Works in Schools

Tier:

Activity - Summer School and After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for students will be made available after school during the school year and during the summer break. Students will receive support in achieving learning. Coordinate with outside agencies to provide alternate programming. goals and proficiency in content areas	Academic Support Program			08/18/2014	06/19/2015	\$129000	Section 31a, Title III	teaching, support, and administration staff

### Strategy 3:

Response to Intervention and Positive Behavior Support - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory

Research Cited: Response To Intervention theory

Rtl Network

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Include Fast Math, Kuta Software, Explicit Teaching of Vocabulary	Academic Support Program			08/18/2014	06/19/2015	\$390000	Title I Schoolwide, Section 31a	All teaching and support staff with the support of administration and Rtl lead teacher

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will deliver an incentivized program that will increase students' understanding of the positive behavior and character traits that will support their academic success and to reinforce general banking skills and reinforce behavior expectations	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	All staff

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Activity - Retain and Add Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as "at risk."	Recruitment and Retention			08/18/2014	06/19/2015	\$390000	Section 31a, Title I Schoolwide	School leader

### Strategy 4:

SIOP - Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P.

Research Cited: Echeverria, et al.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P. to support instruction.	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	ELL coach Instructional coach teachers

### Strategy 5:

Technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Students are visual learners and all learn differently. Students will be allowed to use laptops, online learning and intervention programs and other technology purchased by the school for daily instruction within the classroom and for group work

Research Cited: Marzano, best practice

What Works in Schools

Universal Design for Learning, Making Curriculum Accessible

Tier:

Activity - Online Content Area Software for Learning and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to appropriate learning and assessment opportunities that support content through the use of smart boards, laptops, neos, and desktop computers. Infuse technology into the classroom with websites to increase student engagement. ie. IXL, Brainpop, Discoverymainstream, FastMath, EdHelper, Super Teacher Worksheets, Math Worksheets Land, etc	Academic Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	Teaching staff administration instructional coach

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on Technology Integration @ Middle School Level Active Inspire Training Promethean Board Training	Getting Ready	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	Title I Schoolwide	District Curriculum Coordinator , Curriculum coordinator, School Leader,
Activity - General Technology Upkeep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology Repair, compatibility, Program/applications update	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Title I Schoolwide	School/District Administration

### Strategy 6:

Universal Screening/Data Based Decision Making - The staff will analyze student data on a quarterly basis to alter instructional practices and monitor instruction. Student and support staff schedules may be altered to "group" students based on ability level for instructional support. This will allow for differentiated instructional practices, pull out or push in interventions, student centers, and additional one on one instructional practices

Research Cited: A HANDBOOK FOR CLASSROOM INSTRUCTION THAT WORKS BY MARZANO  
USING DATA TO IMPROVE STUDENT ACHIEVEMENT BY WAHLSTROM

Tier:

Activity - Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in Scantron training in August prior to the start of school. This will provide teachers with the information needed so that student assessments can be conducted at the beginning of the school year. The Scantron data will be used to change student schedules or provide differentiated academic plans that address individual student needs	Professional Learning			08/18/2014	06/19/2015	\$5000	Title I Schoolwide	Math Teachers, Curriculum Coach, Title I Math Teachers
Activity - Study Island Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will participate in Study Island PD to enhance use of tool for student assessment and progress monitoring and practice	Professional Learning			08/18/2014	06/19/2015	\$500	Title II Part A	Administration Instructional coach
Activity - Quarterly Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly assessments using Scantron and Study Island program will be performed to inform instruction	Technology			08/18/2014	06/19/2015	\$7000	Title I Schoolwide	Classroom Teachers Curriculum Coach School Leader

## Goal 4: Science Proficiency

### Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency by scoring proficient in Science by 06/13/2014 as measured by science MEAP.

### Strategy 1:

Scientific Process - Staff will plan for the implementation of inquiry-based projects to teach the scientific process in topic specific ways

Research Cited: Best Practices

Tier:

Activity - Science Lab Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment. Science fairs to be included. AWIM Trac Program Other Long Term Investigations	Implementation			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	classroom teachers and support staff, Curriculum Coordinator

### Strategy 2:

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction and to allow for creative grouping for study and practice

Research Cited: Marzano

Best Practice

What Works...

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Tier:

Activity - Hands-On activities and Creative Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material Next Generation Science Unit Materials Lab workbooks for individual students	Academic Support Program			08/18/2014	06/19/2015	\$10000	Title I Schoolwide	teaching staff, support staff instructional coach

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom	Professional Learning		Implement	08/18/2014	06/19/2015	\$7000	Title II Part A	all staff instructional coach certified science interventionist

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating a Flipped Classroom STEAM Training Cross curricular Science	Implementation	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	Other	curriculum coordinator, Science Instructional staff, certified science interventionist

### Strategy 3:

Extended learning Opportunities - Staff will offer supplemental opportunities after school and in the summer for students to receive support in achieving individual learning goals

Research Cited: What Works in Schools

Tier:

Activity - Tutoring through after-school and summer programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas. Students will be given supplemental support through summer learning opportunities. ie. homerooms, community gardens, summer and school year content driven field trips	Other		Implement	08/18/2014	06/19/2015	\$129000	Section 31a, Title III	All classroom/ school year and summer school and support staff instructional coach
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### Strategy 4:

Response to Intervention and Positive Behavior Support - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory

Research Cited: Marzano, Best Practice, Rtl and PBS theory.

Tier:

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to outcomes of formative and diagnostic assessments for planned instruction and supplemental support delivered by Title I and other grant-funded support staff	Academic Support Program			08/18/2014	06/19/2015	\$390000	Title I Schoolwide, Section 31a	teaching and support staff

Activity - Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will design and deliver an incentive-based program that will increase students' understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	Title I Schoolwide	all staff

### Strategy 5:

SIOP - Staff will use the S.I.O.P. model to support achievement for ELL students. Review SIOP and apply it to Rtl interventions. New teacher training.

Research Cited: Echeverria, et al

Tier:

Activity - Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



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Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$2000	Title II Part A	ELL coach instructional coach
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### Strategy 6:

Technology - Staff will plan for and integrate technology into the classrooms to give students additional, multiple means to access content. Students will be encouraged to use laptops, ipads and ipods, clickers, text based response system, STEM based Activities, interactive whiteboards, online learning and intervention programs and other technology purchased by the school for use in daily instruction and practice within the classroom.

Research Cited: Center for Technology and Learning Reports

Tier:

Activity - Online Software for Learning and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will integrate and give students access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, ipads, ipods, and desktop computers New Universal Screener	Academic Support Program			08/18/2014	06/19/2015	\$40000	Title I Schoolwide	all staff

Activity - Creating Visuals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Colored Diagram/Poster Maker for staff created visuals to aid in student learning	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Other	Science Instructional Staff

## Goal 5: Social Studies Proficiency

### Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency within their grade level in Social Studies by 06/13/2014 as measured by the student's MEAP scores.

### Strategy 1:

Consumable Student Workbooks - Teaching staff will use workbooks to create an interactive assessment opportunity within the social studies classroom to support classroom instruction. Workbooks offer inference opportunities along side higher-level thinking questions, reading comprehension activities, maps, graphs and charts for skilled activities.

Research Cited: Inquiry based learning, HOTS

Tier:

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Activity - Purchase of Student Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of Student Consumable Workbooks	Other			08/18/2014	06/19/2015	\$2500	Title I Schoolwide	Social Studies Teachers Curriculum Coach School Leader

Activity - Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nystrom Atlas sets for each grade level, World History Atlas Sets for all grade levels	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Other	classroom teachers, curriculum coordinator

**Strategy 2:**

Differentiated Instruction - Staff will use data to inform and plan for differentiated instruction to allow for creative groupings and appropriate opportunities to assist students in the acquisition of content material and skills-based practice. Teaching of skills for reading comprehension of informational text, teaching the skill of making inferences, and teaching MEAP related vocab.

Research Cited: Marzano

Best Practice

Tier:

Activity - Creative groupings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice (reading, writing, and thinking) to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	No Funding Required	All teaching staff

Activity - Ongoing PD in area of differentiating instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will participate in continued professional development to learn how to maximize strategies to effectively differentiate instruction for increased student success. Social Studies Data Analysis Off site Professional Development for content Professional Development for At-Risk Classroom Management Utilizing New Universal Screener	Professional Learning			08/18/2014	06/19/2015	\$10000	Title II Part A	teaching and support staff administration district curriculum coach instructional coach
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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from their participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments.	Professional Learning			08/18/2014	06/19/2015	\$7000	Title II Part A	Teaching staff with support of instructional coach

### Strategy 3:

Extended Learning Opportunities - Staff will offer supplemental opportunities for students to receive support in achieving individual learning goals. Inclusion of capstone projects and service learning.

Research Cited: Best Practice

Tier:

Activity - Summer and After-school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities for students will be offered after school and during summer break for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas.	Other			08/18/2014	06/19/2015	\$129000	Title III, Section 31a	Teaching and support staff

### Strategy 4:

Implement an assessment tool to monitor growth in Social Studies - Implementation of quarterly assessments and learning opportunities to promote student academic growth in the area of social studies and common core standards.

Research Cited: Research based assessment pending direction from district curriculum coordinator

Tier:

Activity - Social Studies Service Learning Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social Studies Service Learning Project	Other			08/18/2014	06/19/2015	\$0	No Funding Required	Social Studies Teachers Administration Support Staff Social Workers
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### Strategy 5:

Rtl and Positive Behavior Support Program - Staff will use effective, research-based strategies for student academic and behavioral support and instruction as outlined in response to intervention and positive behavior support theory.

Research Cited: Rtl theory and recommended practice

Rtl Network

Tier:

Activity - Academic and Behavior Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Other			08/18/2014	06/19/2015	\$390000	Section 31a, Title I Schoolwide	All teaching and support staff.

### Strategy 6:

S.I.O.P. strategies - Staff will use the S.I.O.P model in the classroom to promote the increased success of ELL students.

Research Cited: Echeverria, et al

Tier:

Activity - S.I.O.P. training and coaching support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will benefit from ongoing professional development and coaching in the successful implementation of the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$12000	Title III, Title II Part A	ELL coach instructional coach district curriculum director

### Strategy 7:

Technology - Staff will plan for and integrate technology into classrooms to give students additional, multiple means to access content. Students will be encouraged to

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use laptops, interactive whiteboards, online learning and intervention programs and other technology purchased by the school for daily instruction within the classroom.

Research Cited: Center for Technology and Learning Reports

Tier:

Activity - Content-area software for online learning and assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, and desktop computers. Use of Stratologica online maps and interactive geography programs (subscription needed), History world Atlas (part of Stratologica) DOWNLOAD -Online version of Pearson Text (Purchase, set up, and keep up) -Apple Reflection Software -iTunes software for updates	Technology			08/18/2014	06/19/2015	\$40000	Title I Schoolwide	All teaching staff

## Goal 6: ESL Proficiency

### Measurable Objective 1:

A 100% increase of English Learners students will demonstrate a proficiency should have 5% growth in English Language Arts by 06/19/2015 as measured by WIDA Test.

### Strategy 1:

Staffing - Ell teacher or ELL certified staff member to follow student schedule at EACH grade level

Research Cited: best practice

Tier: Tier 2

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional opportunities for learning and practice, including after-school tutoring, summer school ESL driven course, and extended days.	Academic Support Program	Tier 1	Implement	08/18/2014	08/01/2015	\$0	Title I Schoolwide	Instructional staff, ESL staff, curriculum coordinator

### Strategy 2:

Technology - Technology will be dedicated to the ESL population, like ipads housed with ESL teacher,

Research Cited: best practices

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Tier: Tier 1

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
easycbm.com used as progress monitor and trial version of Aimsweb to research for next year	Academic Support Program	Tier 1	Monitor	08/18/2014	06/19/2015	\$0	Title I Schoolwide	ESL teachers, curriculum coordinator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Ongoing PD in area of differentiating instruction	Staff will participate in continued professional development to learn how to maximize strategies to effectively differentiate instruction for increased student success. Social Studies Data Analysis Off site Professional Development for content Professional Development for At-Risk Classroom Management Utilizing New Universal Screener	Professional Learning			08/18/2014	06/19/2015	\$10000	teaching and support staff administration district curriculum coach instructional coach
Professional Development	Staff members will be trained throughout the school year. Lesson plans will be monitored weekly by the instructional coach to ensure that DI strategies are included. Modeling of DI strategies will be observed by teachers, and coaching on alignment with common core. Rick Wormeli Training for entire department and interventionists Jonathon Gould training for hands on/differentiated MATH instruction. Alignment between CCSS, curriculum and assessment. EFFECTIVE math centers at the MIDDLE SCHOOL LEVEL	Professional Learning			08/18/2014	06/19/2015	\$10000	math teaching and support staff, curriculum coordinator
Professional Development	Staff will receive professional development in the implementation of a successful response to intervention program.	Professional Learning			08/18/2014	06/19/2015	\$2000	school leader, curriculum coach
Professional Development	On-going professional development in the area of differentiated instruction and use of interventions within the classroom Professional Learning communities MTCE Conference for entire department	Professional Learning			08/18/2014	06/19/2015	\$10000	school leader, instructional coach, district curriculum coach

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S.I.O.P. training and coaching support	Staff will benefit from ongoing professional development and coaching in the successful implementation of the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$2000	ELL coach instructional coach district curriculum director
SIOp training	Staff will continue to receive professional development in successfully implementing the 8 components of SIOp Instructional Rounds Training for implementation of SIOp	Professional Learning			08/18/2014	06/19/2015	\$2000	all staff, administration
Study Island Professional Training	Staff will participate in Study Island PD to enhance use of tool for student assessment and progress monitoring and practice	Professional Learning			08/18/2014	06/19/2015	\$500	Administration Instructional coach
SIOp training	Complete training for new staff and refresher courses for all on implementing the 8 components of SIOp and will benefit from the continued support and guidance of the district ELL coach	Professional Learning			08/18/2014	06/19/2015	\$2000	instructional coach, district ELL Coach
Rtl Training for Staff	Staff will receive training in the implementation of a successful response to intervention program	Professional Learning			08/18/2014	06/08/2015	\$2000	All staff
Professional Learning Community	Staff will benefit from participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments	Professional Learning			08/18/2014	06/19/2015	\$7000	teaching and support staff, and administration
Professional Learning Communities	Staff will benefit from their participation in professional learning communities that coordinate practice of differentiated instruction and formative assessments.	Professional Learning			08/18/2014	06/19/2015	\$7000	Teaching staff with support of instructional coach
Training and Coaching	Staff will benefit from continued professional development and coaching in successfully implementing the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$2000	ELL coach instructional coach
Professional Learning Communities	Staff will benefit from participation in a professional learning community that coordinates practice of differentiated instruction and formative assessments. Staff will also create common science assessments. Cross Curricular Planning Professional Development and planning time to implement Incorporating Flipped Classroom	Professional Learning		Implement	08/18/2014	06/19/2015	\$7000	all staff instructional coach certified science interventionist
Professional Development	Staff will continue to receive professional development in successfully implementing the 8 components of S.I.O.P. to support instruction.	Professional Learning			08/18/2014	06/19/2015	\$2000	ELL coach Instructional coach teachers



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Training in technology-infused teaching	Staff will benefit from training and supplemental support in how to effectively use technology to promote or scaffold student learning	Professional Learning			08/18/2014	06/08/2015	\$5000	curriculum coach, school leader
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic and Behavior Interventions	Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Other			08/18/2014	06/19/2015	\$220000	All teaching and support staff.
Summer School and After School Tutoring	Extended learning opportunities for students will be made available after school during the school year and during the summer break. Students will receive support in achieving learning. Coordinate with outside agencies to provide alternate programming. goals and proficiency in content areas	Academic Support Program			08/18/2014	06/19/2015	\$120000	teaching, support, and administrative staff
Retain and Add Support Staff	Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as "at risk."	Recruitment and Retention			08/18/2014	06/19/2015	\$220000	School leader
Interventions	Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need. Students will use Easy CBM and Read Naturally	Academic Support Program			08/18/2014	06/19/2015	\$250000	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers
After School Tutoring	After school tutoring will be offered to assist students with instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$50000	school leader, instructional staff, instructional coach

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Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments for planned instruction and supplemental support delivered by Title I and other grant-funded support staff	Academic Support Program			08/18/2014	06/19/2015	\$220000	teaching and support staff
Summer School Program	Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/18/2014	06/19/2015	\$70000	All summer school teaching and support staff
Summer School study skills	teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$70000	All staff
After-School study skills	teaching staff will provide after school study skill programs for students struggling toward mastery of academic content and skills	Academic Support Program			08/18/2014	06/19/2015	\$50000	Teachers, support staff
Summer and After-school tutoring	Extended learning opportunities for students will be offered after school and during summer break for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas.	Other			08/18/2014	06/19/2015	\$120000	Teaching and support staff
Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/18/2014	06/19/2015	\$220000	all instructional and support staff
After School Tutoring	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$50000	Identified teaching and support staff Curriculum Coach Administration
Interventions	Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Include Fast Math, Kuta Software, Explicit Teaching of Vocabulary	Academic Support Program			08/18/2014	06/19/2015	\$220000	All teaching and support staff with the support of administration and RtI lead teacher

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Tutoring through after-school and summer programs	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas. Students will be given supplemental support through summer learning opportunities. ie. homerooms, community gardens, summer and school year content driven field trips	Other		Implement	08/18/2014	06/19/2015	\$120000	All classroom/school year and summer school and support staff instructional coach
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### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer and After-school tutoring	Extended learning opportunities for students will be offered after school and during summer break for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas.	Other			08/18/2014	06/19/2015	\$9000	Teaching and support staff
After School Tutoring	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$6000	Identified teaching and support staff Curriculum Coach Administration
Summer School Program	Students will be given supplemental support through summer learning opportunities	Academic Support Program			08/18/2014	06/19/2015	\$3000	All summer school teaching and support staff
Summer School and After School Tutoring	Extended learning opportunities for students will be made available after school during the school year and during the summer break. Students will receive support in achieving learning. Coordinate with outside agencies to provide alternate programming. goals and proficiency in content areas	Academic Support Program			08/18/2014	06/19/2015	\$9000	teaching, support, and administrative staff
After School Tutoring	After school tutoring will be offered to assist students will instructional strategies derived from best practices and differentiated instruction	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$6000	school leader, instructional staff, instructional coach

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Tutoring through after-school and summer programs	Extended learning opportunities for students during the school year/school day for students who are identified as being academically at-risk of not achieving learning goals, proficiency in content areas. Students will be given supplemental support through summer learning opportunities. ie. homerooms, community gardens, summer and school year content driven field trips	Other		Implement	08/18/2014	06/19/2015	\$9000	All classroom/school year and summer school and support staff instructional coach
Utilize ESL teachers	An ESL teacher will use research based strategies to promote mastery and provide interventions as well	Recruitment and Retention			08/18/2014	06/08/2015	\$40000	school leader
Recruit and Maintain Bilingual/ESL certified staff	District administrative team will establish an application process for tuition reimbursement	Recruitment and Retention	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	District administrative team
Summer School Program	ELL learners will be provided the opportunity to be involved in additional instruction that addressed their areas of concern in Reading and Writing. Test results will be examined and analyzed to correlate the material taught to the students outcomes and areas for growth	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	school leader, instructional coach, instructional ELL coach
Summer School study skills	teaching staff will provide supplemental learning opportunities to students in the summer to support mastery of content and to allow for skills practice for at risk students identified through the use of data and teacher recommendations	Academic Support Program	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	All staff
Consultant to present ELL strategies	A sustainable plan will be created and monitored to provide a wealth of knowledge to model strategies and communicate expectations for learning and assistance for ELL learners. Teachers will be expected to use methodology and strategies and receive feedback from administration	Professional Learning	Tier 1	Implement	08/18/2014	06/08/2015	\$10000	School leader, instructional leader, teachers and instructional coach
Parental Involvement	Consultants will offer parents a look into strategies and information, along with resources to assist their children's progress with classwork and homework and their understanding of the district's curriculum and assessments	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$2000	District ELL coordinator, ELL coach
After-School study skills	teaching staff will provide after school study skill programs for students struggling toward mastery of academic content and skills	Academic Support Program			08/18/2014	06/19/2015	\$3000	Teachers, support staff

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S.I.O.P. training and coaching support	Staff will benefit from ongoing professional development and coaching in the successful implementation of the 8 components of S.I.O.P.	Professional Learning			08/18/2014	06/19/2015	\$10000	ELL coach instructional coach district curriculum director
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### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Continued professional development for all involved in teaching reading strategies	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School leader, Curriculum coordinator, District Curriculum Coordinator

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic and Behavior Interventions	Students will be identified by performance and SWIS data and teacher recommendations for academic or behavior interventions to be delivered by Title I and other support staff. Students will receive appropriate instruction and support through interventions to help meet personal, social, and academic goals.	Other			08/18/2014	06/19/2015	\$170000	All teaching and support staff.
General Technology Upkeep	Technology Repair, compatibility, Program/applications update	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School/District Administration
Leveled Readers	Leveled Readers for fluency and comprehension high interest books at lower reading levels Separate Testing across multiple weeks	Materials		Implement	08/18/2014	06/19/2015	\$0	Teachers Interventionists Instructional Aides Curriculum Coordinator

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Online Content Area Software for Learning and Assessment	Students will have access to appropriate learning and assessment opportunities that support content through the use of smart boards, laptops, neos, and desktop computers. Infuse technology into the classroom with websites to increase student engagement. ie. IXL, Brainpop, Discoverymainstream, FastMath, EdHelper, Super Teacher Worksheets, Math Worksheets Land, etc	Academic Support Program			08/18/2014	06/19/2015	\$2000	Teaching staff administrati on instructiona l coach
Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments for planned instruction and supplemental support delivered by Title I and other grant-funded support staff	Academic Support Program			08/18/2014	06/19/2015	\$170000	teaching and support staff
Informational Text	Teachers will teach and implement strategies that help with reading informational text	Implementa tion			06/16/2014	06/19/2015	\$3000	Instructiona l coach, classroom teachers, instructiona l aide
Online Software for Learning and Assessment	Staff will integrate and give students access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, ipads, ipods, and desktop computers New Universal Screener	Academic Support Program			08/18/2014	06/19/2015	\$40000	all staff
Professional Development	Teaching and support staff will continue to learn strategies to effectively differentiate instruction for increased student success. Additionally teachers will form professional learning communities to coordinate practice of differentiated instruction and formative assessments Search for different writing programs to meet the needs of diverse learners	Professiona l Learning	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$10000	school leader, instructiona l coach, instructiona l staff
Enrichment	Provide additional opportunities for learning and practice, including after-school tutoring, summer school ESL driven course, and extended days.	Academic Support Program	Tier 1	Implement	08/18/2014	08/01/2015	\$0	Instructiona l staff, ESL staff, curriculum corridinator

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Interventions	Title I teaching, interventionists, and support staff along with other grant-funded aides will deliver appropriate planned instruction and activities in response to diagnostic and formative assessment data to small groups or individuals in need of support to meet grade level expectations. Include Fast Math, Kuta Software, Explicit Teaching of Vocabulary	Academic Support Program			08/18/2014	06/19/2015	\$170000	All teaching and support staff with the support of administration and Rtl lead teacher
Positive Behavior Support	Staff will deliver an incentivized program that will increase students' understanding of the positive behavior and character traits that will support their academic success and to reinforce general banking skills and reinforce behavior expectations	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	All staff
Professional Development	PD on Technology Integration @ Middle School Level Active Inspire Training Promethean Board Training	Getting Ready	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	District Curriculum Coordinator  Curriculum coordinator, School Leader,
Montly Parent Meetings	The academy will present parents with monthly trainings or informational workshops, book clubs, learning communities, and training in the use of uselearns.org to promote their understanding of the school's curriculum and assessments and their role in promoting student success.	Parent Involvement	Tier 1	Implement	08/18/2014	06/08/2015	\$4000	school leader, instructional staff
Purchase of Student Workbooks	Purchase of Student Consumable Workbooks	Other			08/18/2014	06/19/2015	\$2500	Social Studies Teachers Curriculum Coach School Leader
Content-area software for online learning and assessment	Students will have access to appropriate learning and assessment opportunities that support grade level content through the use of laptops, neos, and desktop computers. Use of Stratologica online maps and interactive geography programs (subscription needed), History world Atlas (part of Stratologica) DOWNLOAD -Online version of Pearson Text (Purchase, set up, and keep up) -Apple Reflection Software -iTunes software for updates	Technology			08/18/2014	06/19/2015	\$40000	All teaching staff

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Scantron Training	Staff will participate in Scantron training in August prior to the start of school. This will provide teachers with the information needed so that student assessments can be conducted at the beginning of the school year. The Scantron data will be used to change student schedules or provide differentiated academic plans that address individual student needs	Professional Learning			08/18/2014	06/19/2015	\$5000	Math Teachers, Curriculum Coach, Title I Math Teachers
Manipulatives	Teaching and support staff will take advantage of manipulatives in hands-on learning opportunities to promote student understanding and success for both remedial and enrichment	Getting Ready			08/18/2014	06/19/2015	\$10000	classroom teachers, instructional coach
Interventions	Students will be grouped according to outcomes of formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level	Implementation			08/18/2014	06/19/2015	\$170000	all instructional and support staff
Science Lab Opportunities	Students will be given lab time within the classroom in order to conduct experiments in real life inquiry-based project assessment. Science fairs to be included. AWIM Trac Program Other Long Term Investigations	Implementation			08/18/2014	06/19/2015	\$10000	classroom teachers and support staff, Curriculum Coordinator
Hands-On activities and Creative Groups	Staff will plan for and promote hands-on learning and small group learning and skill practice to enhance the acquisition of content material Next Generation Science Unit Materials Lab workbooks for individual students	Academic Support Program			08/18/2014	06/19/2015	\$10000	teaching staff, support staff instructional coach
Positive Behavior Support	Staff will design and deliver an incentive-based program that will increase students' understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	all staff
Interventions	Staff will group students, in respective classes, according to formative and diagnostic assessments and teacher observations to receive appropriate planned instruction and activities at their skill level, use of SOLO6. Instructional aides will work with these groups on identified areas of need Students will use Easy CBM and Read Naturally	Academic Support Program			08/18/2014	06/19/2015	\$170000	Instructional aide and other grant-funded teachers and staff, highly qualified aides, and teachers



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Resource Library	Create a Library catalog system with barcode scanner	Implementation	Tier 1	Implement	08/18/2014	06/19/2015	\$0	School Leader curriculum Coordinator ELA Staff
Quarterly Assessments	Quarterly assessments using Scantron and Study Island program will be performed to inform instruction	Technology			08/18/2014	06/19/2015	\$7000	Classroom Teachers Curriculum Coach School Leader
Writing Practice through content area materials	Students will participate in activities using content-area materials that allow for practice and support in achieving school-wide reading and writing goals including writing about informational text	Implementation			08/18/2014	06/19/2015	\$1000	all instructional staff and aides, curriculum coach
Positive Behavior Support	Students will participate in an incentivized program that will increase their understanding of the positive behavior and character traits that will support their academic success	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	all staff
Progress Monitoring	Intervention staff and aides will progress monitor students' response to and the effectiveness of behavioral or academic interventions including the use of AIMS web or other placement indicators/progress monitors	Academic Support Program			08/18/2014	06/08/2015	\$2500	teachers, aides, support staff, instructional aides,
Online content-area software and materials,for learning and assessment	students will have access to technological programs, materials, and assesment opportunities that support grade-level content through the use of laptops, neos, downloaded accelerated reader stories, ipads, ipods, headphones, ect.	Technology			09/02/2013	06/13/2014	\$40000	All staff
New technology training	staff will know how to use appropriate learning and assessment opportunities that support grade-level content through the use of laptops, neos, and desktop computers	Professional Learning			08/18/2014	06/19/2015	\$10000	school leader, curriculum coach, teaching staff
Retain and Add Support Staff	Retain and add additional grant-funded staff to support interventions through skills-based practice with students who are identified as "at risk."	Recruitment and Retention			08/18/2014	06/19/2015	\$170000	School leader
Progress Monitoring	easycbm.com used as progress monitor and trial version of Aimsweb to research for next year	Academic Support Program	Tier 1	Monitor	08/18/2014	06/19/2015	\$0	ESL teachers, curriculum coordinator

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Eagle Expectations and Eagle Dollars	Students will be given a set of expectations and rewarded points in an online reward system (Live School). This system will be used by all staff members. Also incentives will be rewarded to those students who have collected points for following behavioral expectations.	Behavioral Support Program			08/18/2014	06/19/2015	\$2000	All staff
reading text and answering computer-based standardized follow-up questions for progress monitoring assessment	Ongoing training for the staff to continue and become experts in providing quality assessments in the areas of reading to students in a timely manner. - READ 180- HEADPHONES with MICROPHONES, Workbooks - READ NATURALLY (10 Ipads) - STUDY ISLAND - SCANTRON - ACCELERATED READER 2 Neo Hubs, Updated hubs Wireless Printer to print data from Ipads	Technology			08/18/2014	06/19/2015	\$10000	Classroom Teachers in the areas of English/Language Arts; Mathematics; Science; Social Studies Instructional Coach Support Staff

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Creative groupings	Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice (reading, writing, and thinking) to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	All teaching staff
Schedule Change	add daily time into the schedule for Response to Intervention time and remedial skills	Policy and Process			08/18/2014	06/19/2015	\$0	School leader
Creative groups	Students will be grouped according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material	Implementation	Tier 1	Implement	08/18/2014	06/08/2015	\$0	all instructional staff
Social Studies Service Learning Project	Social Studies Service Learning Project	Other			08/18/2014	06/19/2015	\$0	Social Studies Teachers Administration Support Staff Social Workers

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Creative Groupings	Teachers and highly-qualified support staff will group students according to performance and observation outcomes to allow for appropriate learning opportunities and skills practice to enhance acquisition of content material.	Other			08/18/2014	06/19/2015	\$0	All teaching staff with the support of the instructional coach.
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### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Resources	Accelerated Math Course Resources Project Based Learning resources Hands on Manipulatives Interactive Lesson Programs and workbooks Laptops for Fast Math Accelerated Math Program Math Interventionist White Boards/ All classes EXPO Markers	Direct Instruction	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Math Instructional Staff and Interventionists, Curriculum Coordinator
Creating Visuals	Colored Diagram/Poster Maker for staff created visuals to aid in student learning	Other	Tier 1	Implement	08/18/2014	06/19/2015	\$0	Science Instructional Staff
Resources	Nystrom Atlas sets for each grade level, World History Atlas Sets for all grade levels	Materials	Tier 1	Implement	08/18/2014	06/19/2015	\$0	classroom teachers, curriculum coordinator
Professional Development	Creating a Flipped Classroom STEAM Training Cross curricular Science	Implementation	Tier 1	Getting Ready	08/18/2014	06/19/2015	\$0	curriculum coordinator, Science Instructional staff, certified science interventionist