



Accreditation Report

Cesar Chavez Academy Intermediate

Cesar Chavez Academy

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Executive Summary

Introduction

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

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

Description of the School

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

Cesar Chavez Academy Intermediate campus is predominantly Hispanic with a total enrollment of 434 students. We have 137 3rd grade students with 67 boys and 70 girls. Out of those students, 2 are African American, 5 Caucasian, and 130 Hispanic. We have 158 4th grader students with 65 boys and 93 girls. Out of those students, 7 are African American, 10 Caucasian, 141 Hispanic. We have 139 5th grade students with 64 boys and 75 girls. Out of those students, 4 are African American, 1 American Indian, 3 Caucasian, and 131 Hispanic.

Cesar Chavez Academy Intermediate campus is located in Southwest Detroit serving a predominantly Hispanic community. The neighborhood is littered with abandoned and burnt down homes, high crime and inadequate services from local departments.

Our staff is predominately women, but we do have 7 males working various roles, including our School Leader.

Our staff is predominately Caucasian and Hispanic.

The challenge we seem to face year after year is having students that are low income and high poverty as well as English Language Learners. Our ESL/ELL population is high and many come from homes that Spanish is the only language.

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.

Vision Statement

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.

Mission Statement

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.

Beliefs Statement

We believe and envision that every child is entitled to a quality education.

We believe all children will grow academically, socially and physically.

We believe every child is entitled to a safe and orderly learning environment.

We believe that family involvement in the educational process is essential to the success of the child.

We believe in meeting the diverse needs of our parents.

We believe all students will be prepared to become positive and productive members of the community.

We believe that in education, creativity is an essential part of the learning process.

Notable Achievements and Areas of Improvement

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

In the last three years the notable achievements vary within the school. One such notable achievement is the overall security of the school as cameras are throughout the school and on school buses to ensure safety of students, staff and parents. Another achievement is implementing a sports program for students, continued piloting standardized test such as NAEP to ensure greater academic success for our students. Anti-Bullying initiatives have been conducted this year to eliminate BULLYING, educate staff, students and parents on this topic. Receiving the Skillman grant to help increase achievement has help staff and students better understand common core standards through professional development and assessments.

This year our parent participation has increases by 45% for parent meetings, we retained 96% of certified teachers, field trips were added to reward students of academic successes. Staff morale as improved, after school safety team has be implemented to ensure that all students are safe crossing the streets and getting on and off the bus. We recently upgraded our technology by going Fiber optic which enhanced our bandwidth to 50 Mbps of dedicated fiber internet network access internet speed by 150%.

In the next three years, we will be striving to complete/develop our Library with more resources. Create a state of the art computer lab. We will be updating our curriculum to meet the needs of our students and looking to hire a full time ESL teacher.

Additional Information

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

Cesar Chavez Academy Upper Elementary was given a Grade of "A" and a school ranking of 209 (out of 2362 elementary and middle schools) by the Mackinaw Center for Public Policy. This ranking system takes into consideration the socio-economic status of our student population and the inherent challenges that come with it. This is a credit to the entire staff, and illustrates that the passion and dedication contained within CCA-UE makes it a school worthy of being called a "champion".

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"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	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"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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

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

We have shared our mission statement with stakeholders and have reviewed it however we feel that as a staff we need to look at it and unpack it to increase staff, student, and parent investment. One area of weakness is 1.3, The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. We feel that we couldn't give ourselves a 4 due to the fact that our school leader position has been inconsistent. Once we have had a consistent school leader we feel that this area will improve.

Standard 2: Governance and Leadership

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

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

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

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

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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 4

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

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

An area of strength is indicator 2.1. Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction through weekly lesson plan feedback, curriculum maps and constant feedback to teachers. Policies and practices promote effective assessment, such as unit tests, benchmark tests and weekly progress monitoring assessments. These help produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Staff is required to complete professional development yearly. Policies and practices provide requirements, direction for, and oversight of fiscal management.

An area of weakness is 2.6. 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. Administration walk thrus, observations and evaluations are completed on a regular basis. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning. Feedback is consistently given back to the teachers to improve professional practice and improve student learning. The instructional coach is able to talk to discuss any needs or concerns with individual teachers in order to improve teaching. Though these are all available to the staff, the staff feels that resources are not available to them in order to improve the learning environment. Teachers have reported that much of the technology in the classrooms do not function properly. We are in process of fixing these issues so that the learning environment can improve.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.42

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

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Lesson plans aligned to the curriculum 	Level 4

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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 are consistent and deliberate in planning and using 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 each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results 	Level 4

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 4

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•List of students matched to adult advocate	Level 4

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

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

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

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

Curriculum and learning experiences are rigorous and aligned to meet student needs. This is done through Tier 1 instruction and specific intervention times in math and reading for each class. Students are given interventions at their grade level with Tier 2 and Tier 3 students being in small groups working on Adolescent Accelerated Reading Interventions (AARI), Leveled Literacy Interventions, Phonics First, Study Island and math interventions with certified math interventionists. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Student data is collected in gradebooks and reviewed quarterly. Also, three benchmark assessments occur throughout the school year including Running Records (reading assessments and level), Scantron performance series testing in reading and math, Writing benchmarks, and 4 Achievement Network Interim assessments linked to each Common Core State Standards in reading and math. Data meetings are held three times a year in grade levels and twice a year with teachers and the instructional coach. Like courses/classes have equivalent learning expectations where teachers share lesson plans and exams to use with their students. Most teachers follow the same plans and assessments time-lines, but there may be variations. These processes above are considered strengths and should remain in place for next year with small changes to each (time allotment, possibly adopting a replacement for Running Records with training). Also, next year, we will add reviewing common assessments in each grade for alignment.

In our school, according to the staff survey (3.24), one area of improvement needed is student support, however, this issue is referring to the fact that we have a part-time social worker and the staff would prefer a full-time social worker to help general education students.

A major area of improvement needed is the staff and professional development. Staff feels they are not well trained in technology programs including Study Island, Promethean Board training, and Ipad training. Staff also indicate a need for training in math that is well aligned to Common Core and increasing their knowledge of full-inclusion, special education modifications and support well aligned with full-inclusion.

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We will increase staff and professional development satisfaction by giving surveys to staff before professional development is chosen and after professional development feedback will be reviewed, analyzed and changes will be made.

Finally, all staff agree there is a need to plan for technology updates and to have a plan for increasing technological obsolescence. Besides training in technology, staff feels that updates and purchases need to be made to improve the function of: Promethean boards, promethean bulbs, laptops, computers in the classroom, chargers, batteries, ipad programs, ipads, microphone, microphone speakers, and projectors with bulbs for each classroom. This will be placed in the comprehensive needs assessment for the 2015-2016.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff 	Level 4

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"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 2

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

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

Accreditation Report

Cesar Chavez Academy Intermediate

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.

There are several areas of improvement needed in the resources and support systems area. The first area is to provide sufficient materials for student resources. Much of this was due to how the school budget was set up in 2014-15. Many of the previous programs such as Study Island, RAZ Kids, Making Meaning Student Response books, My Math student workbooks, FOSS kit replacements, IXL Kids, Scholastic News, Super Teacher worksheets, Reading A-Z, Kids National Geographic, WriteSteps etc, were not allocated in the budget. Also, technology needs to be updated in all areas to support our current century technology requirements. When completing the Comprehensive Needs Assessment for the 2015-2016 school year, the School Improvement Team will be more involved in the process and the School Leader will use this to guide the development of the school budget.

According to our staff survey, our school does not provided quality services in terms of social work and possibly support for special education (although we do have a large amount of staff in the special education department). Recently, sue to budget cuts, staff in social work and special education was cut based on caseloads and staff felt they were not well supported. This was done in the 2013-2014 school year when 3 full-time special education teachers went to two, and the full-time social worker went to being part-time. The School Leader and staff will decide, based on the budget, if the social worker and special education teacher will be needed and provided. Staff will also receive training in full-inclusion to help support special education students daily.

Technology is in the greatest need of updating for the 2015-2016 school year. Laptops are out-of-date as well as other technologies in our buildings. This is a priority in our school. We need to allocate funding to update this and also a better system for keeping inventory and fixing computers.

Teachers overall feel we provide quality staff members to teach all students. This includes all classroom teachers, special education teacher, specials teachers and interventionists. Highly-qualified aides are also well trained and teach students well. Without questions, one of our strengths is highly-qualified staff and strong instruction. To keep this, we will increase relationships and morale in staff to retain staff. Staff will be listened to an involved in school decisions to keep teachers feeling valued and retain them.

For 15 years, the Cesar Chavez Academy Elementary (lower elementary and intermediate) has used School Wide Positive Behavior Intervention Supports. This has resulted in an excellent school climate with few behavior issues and a suspension rate that is extremely low. Teachers consistently set high-expectations, review rules and procedures and deal with all discipline in a consistent and positive manner. Consequences are given through the staff-developed behavior matrix so students know what their consequences are. Also, teachers use class DOJO consistently. Overall, we simply need to update these systems and continue to train staff on PBIS Tier 1 and 2.

Last year, a major focus for our school was developing sports programs, continuing 5th grade camp and continuing to provide tutoring to students in various subjects. After-school programs are seen as a strength and help students with real world skills and a more rounded education. To keep this going, funds need to be continued to be allocated for sports, tutoring and 5th grade camp.

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: 3.8

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 consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 4

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 all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All 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"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 3

Accreditation Report

Cesar Chavez Academy Intermediate

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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 4

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

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

An area of strength is 5.1. School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. We regularly assess the students 3 times a year using multiple measures such as Scantron Performance Series, Running Records, and Writing Benchmarks. These systems ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. This school year we have also implemented 4 interim assessments that align with common core. We use the data from all these assessments to drive instruction both in the general classroom and interventions. Though this is a strength for us, we feel that we are assessing the students too often. We as a staff also feel that the Running records program that is in

Accreditation Report

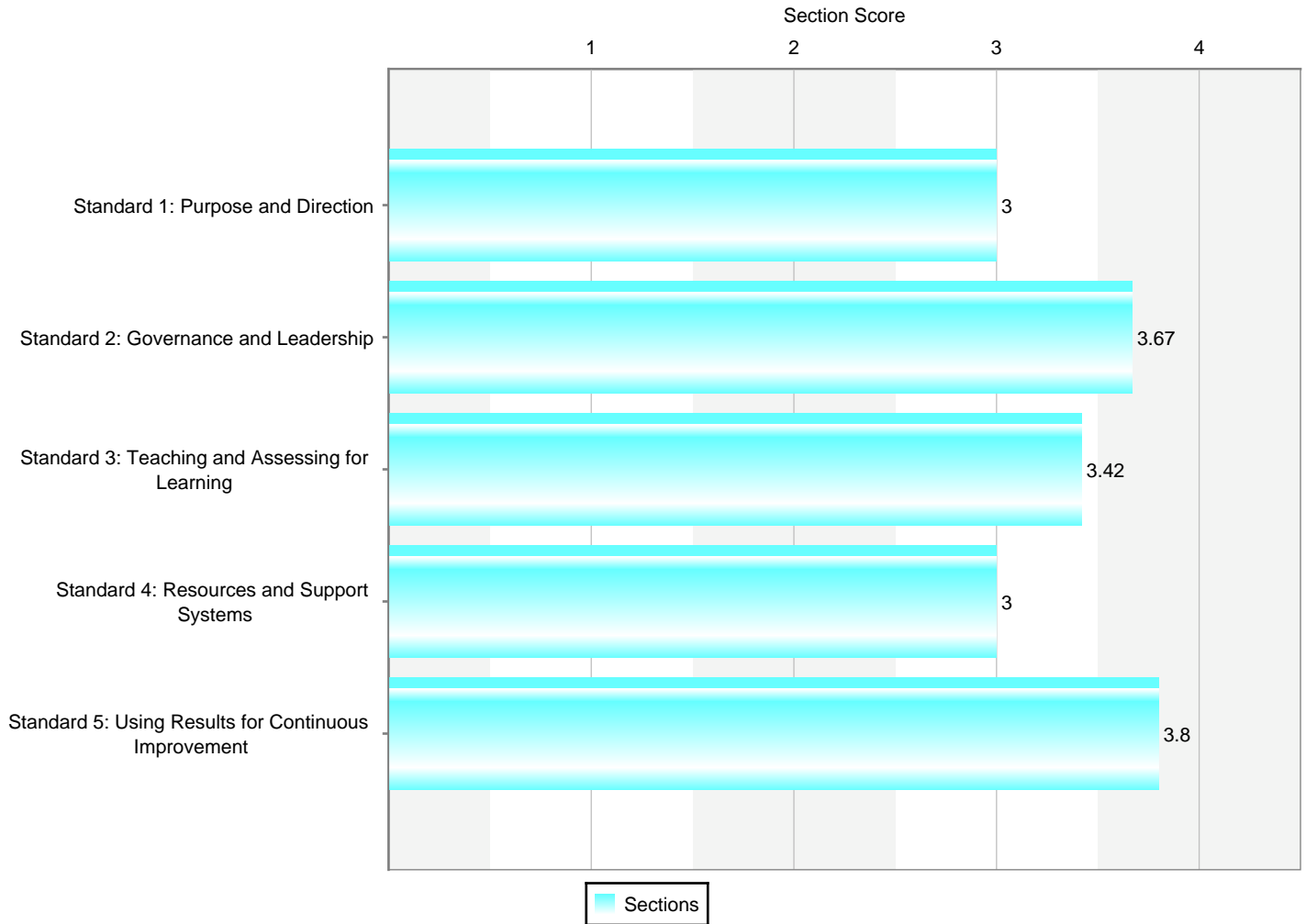
Cesar Chavez Academy Intermediate

use is outdated and we are in need of a new running records program. In order to maintain this strength we feel that we need to review each assessment to decide which ones to keep and/or update.

We have a weakness in 5.3. Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. We collect data often and review the data at staff meetings regularly, however teachers expressed the need for training in interpretation of the data. We will plan on having professional development on data analysis for the 2015-2016 school year.

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	The student survey and parent surveys were completed offline. The student and parent survey results are attached.	Student surveys part 1 student surveys part 2 student surveys open ended question 1 student survey open ended Q2 student survey open ended Q3 Leona Parent Surveys Parent Survey Advanc-ed Stakeholder summary sheet/ Survey Administration

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Among parents, the highest levels of satisfaction include established goals and a plan for student learning, teachers providing an equitable curriculum that meets his or her learning needs, teachers working as a team to help students learn, teachers reporting on student progress in easy to understand language, and protected instructional time with minimal interruptions.

The Student survey indicates the highest overall level of satisfaction is they feel that their principal and teachers want them to learn. They also indicated that they believe their teacher wants them to do their best work while they are learning new things to help them.

The staff satisfaction survey indicates satisfaction in areas of continuous improvement for growth and student success based on data, goals, actions, and measures for growth. Staff members feel that the school's leaders expect staff members to hold all students to high academic standards and are accountable for student learning. The school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning and teachers monitor and adjust curriculum, instruction, and assessment based on data and individual learning needs. Additionally, teachers use a variety of instructional strategies and inform students of their learning expectations and standards of performance through multiple types of assessments. Consistent grading and reporting policies are in place to ensure equity for all students in development of learning, thinking, and life skills. Peer coaching is supplied and staff participates in continuous professional development. Teachers regularly engage families in the students' learning progress. Qualified staff members support student learning. The school also provides opportunities for students to participate in activities that interest them, while maintaining facilities that contribute to a safe environment. Teachers use multiple assessment measures to determine student learning and school performance and assessment measures are consistent across classrooms. Finally, staff uses data to monitor students readiness and success at the next level, and leaders are monitoring data related to student achievement.

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

The areas that show a positive trend in parent satisfaction are challenging curriculum, staff collaboration, and communication of student progress.

The areas that show a positive trend in student satisfaction are pleased with the academic subjects, they feel teachers want them to learn and do their best, teachers use different activities that help them learn and help them when they don't know the material. Staff helps them for the next grade level and praise them when they do a good job.

The areas that show a positive trend in staff satisfaction are the school's purpose statement is based on shared values and beliefs that guide decision-making. Our school has a continual improvement process based on data, goals, actions, and measures for growth. Our school leaders support an innovative and collaborative culture and hold themselves accountable for student learning. Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning. All staff personalize instruction on the needs of students. We are also improving on using a variety of technology as instructional resources. Our school participates in collaborative learning communities that meet across grade levels and content areas. We provide peer coaching to teachers. The staff feels that there has been an improvement on protected instructional time.

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

The consistent findings from all stakeholders feedback are staff collaboration, variety of assessment and instructional strategies, and student progress monitoring.

Areas in Need of Improvement

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

The parent perception of lowest satisfaction are the purpose statement is clearly focused on student success, the purpose statement is formally reviewed and revised with involvement from parents, school has established goals and a plan for improving student learning, school's governing body does not interfere with the operation or leadership of our school, school shares responsibility for student learning with its stakeholders, school provides opportunities for stakeholders to be involved in the school, child sees a relationship between what is being taught and his/her everyday life, school provides excellent support services (e.g. counseling, and or career planning), and school ensures the effective use of financial resources.

The student perception of lowest satisfaction are that the principal and teachers don't ask them what they think about school. They also feel that the teachers could do better at asking parents to school activities. They also perceive that students should treat the adults in the school with more respect.

The staff perception of lowest satisfaction is the school fails to provide sufficient material resources to meet student's needs. They also have a low level of satisfaction for the acquisition and support of technology to support student learning and operational needs. Also, feel that the school doesn't provide high quality student support services. They also feel that the governing body or school board does not comply with all policies, procedures, laws, and regulations.

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

Parent perception toward decreasing satisfaction are the allocation of financial resources and providing services such as social work and counseling services.

Student perception toward decreasing satisfaction are frustration with technology as the computers are slow with constant upgrading and after school tutoring wasn't offered until January 2015.

Staff perception toward decreasing satisfaction are the school's governing body not complying with all policies, procedures, laws, and regulations and the infrastructure of the technology along with the support.

What are the implications for these stakeholder perceptions?

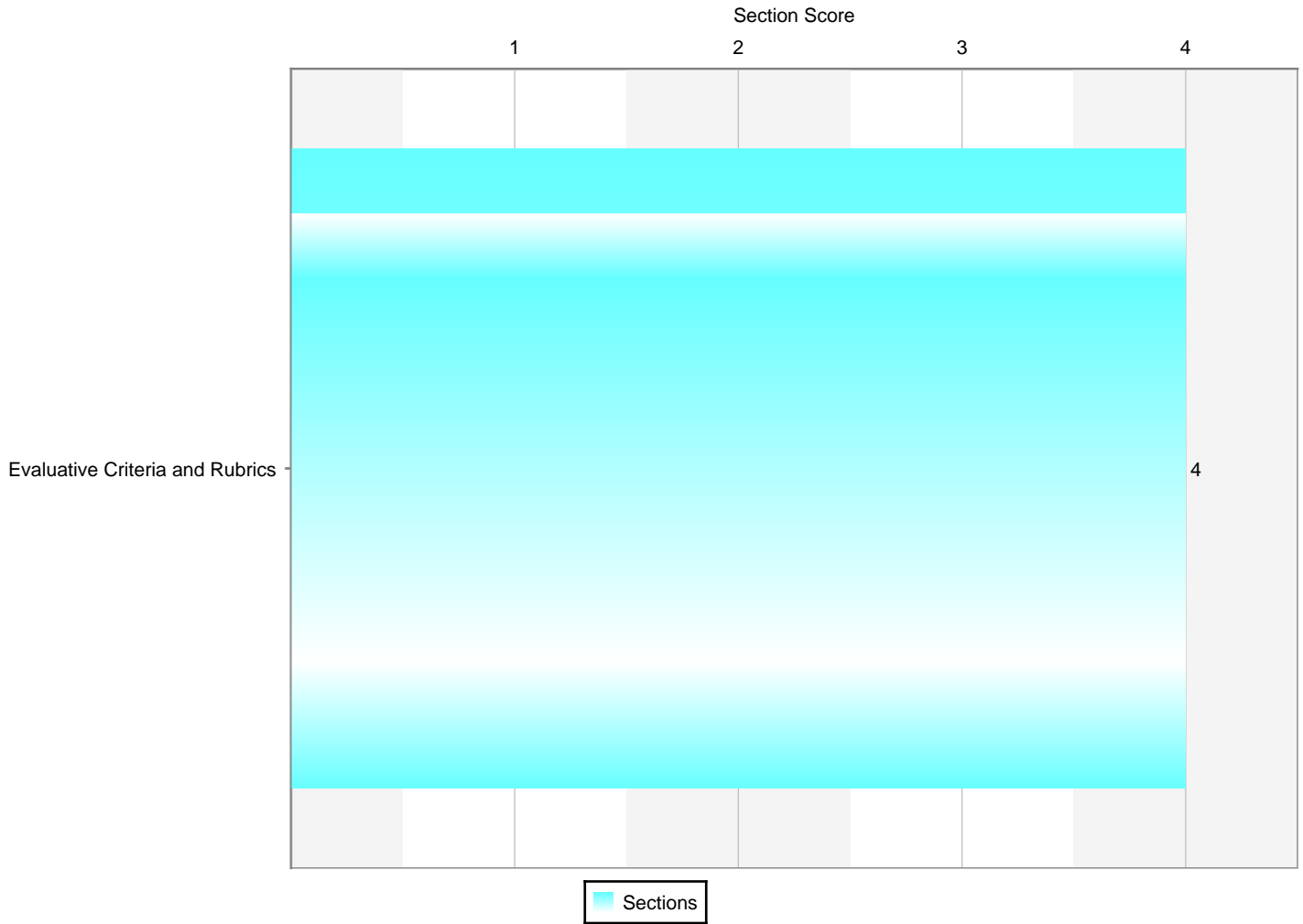
All three of the stakeholders agree that in order to meet the needs of our student population, there is a need for student support services, such as social work, to address students' emotional needs. They also agree that the technology infrastructure is in need of updating to meet the needs of the curriculum of the 21st Century and meet the demands of the Common Core Curriculum along with the corresponding state assessment. The staff would like to have input into the acquisition of materials to support the curriculum. The staff and parents disagree that the governing body or school board's compliance with all policies, procedures, laws, and regulations.

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

All stakeholders agree that technology is insufficient as it relates to curriculum, instruction, and assessment. They also agree that the lack of after school tutoring has impacted the learning of students.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to the the Achievement Network and Scantron Assessments students performed above the expected level in reading. Through the use of Sheltered Instruction Observation Protocol (SIOP), Differentiated Instruction, small group instruction, centers, and reading Interventions our reading scores have improved.

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

Our MEAP data shows that we have gains in reading, math, writing and science. Our Scantron scores indicate that students are improving in reading and math. We are hoping that this will be reflected in our bottom 30% when they take the M-Step in April..

Which area(s) indicate the overall highest performance?

The students have made the most gains in Reading according to both this year's Scantron and the 2013-2014 MEAP. Our target for the MEAP Reading was 47.32% proficient and we scored 78.35% proficient,. This is a a gain 31.03%.

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

The 4th and 5th grade trend Meap data has shown an increase for the last 4 years. We have had three years of growth for MEAP writing in our 4th grade.

Between which subgroups is the achievement gap closing?

Hispanic students performed as well as the general population of the school in the 2013-14 school year in reading, writing, math, science and social studies. Students who are Economically Disadvantaged also performed as well as the general school population in reading, writing, math, science and social studies in the 2013-14 school year. Students with disabilities also met their reading and math targets for the 2013-14 school year.

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

Scantron data mirrors the data from the MEAP test in 2013-14 school year. Proficiency targets given by the state were also used to calculate Scantron data. Both scores were comparable with MEAP 74.2% of the targets were met, and with Scantron, 75% of the school targets were met.

Accreditation Report

Cesar Chavez Academy Intermediate

Areas in Need of Improvement

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

The Bottom 30% of the school remains low on the Z-Score report and on MEAP findings across the school. The Bottom 30% of students are making gains at this time. The Bottom 30% data from the state includes only current 5th graders. The data is from the 2012-2013 school year. Interventions have been in place and the Bottom 30% has been a focus group for the 2014-15 school year. English Language Learners continue to struggle with Social Studies and did not meet the expected target.

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

Social Studies shows a negative trend in performance from the fall of 2012 and the fall of 2013.

Which area(s) indicate the overall lowest performance?

Science had the lowest area of performance even though the overall percentage increased from approximately 2.5% to 5%. The Bottom 30% did not show gains and were also low performing.

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

The Bottom 30% showed a trend toward decreasing performance. English Language Learners also showed a decreasing trend in Social Studies, but most of the school also showed a downward trend in Social Studies.

Between which subgroups is the achievement gap becoming greater?

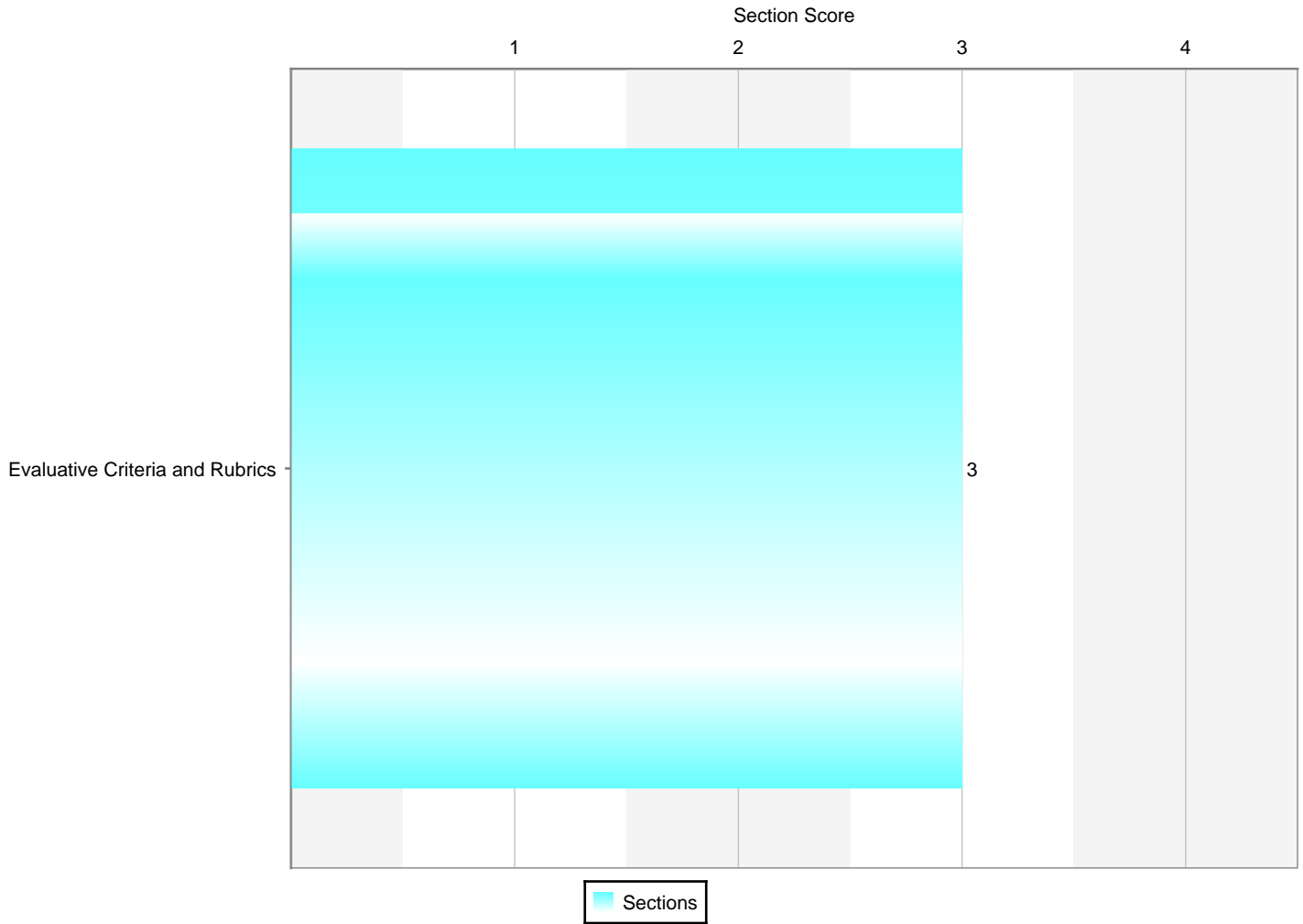
The Bottom 30% shows a decrease in performance, widening the achievement gap.

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

MEAP showed little growth in bottom 30% and Performance Series Scantron had some students in the Bottom 30% that showed growth, but did not make enough growth to pull themselves out the "at-risk" category.

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		

SIP 2014-15

Overview

Plan Name

SIP 2014-15

Plan Description

GOALS

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at CCA-UE will become proficient in Mathematics	Objectives: 1 Strategies: 3 Activities: 16	Academic	\$286418
2	90% of students at CCA-UE will be proficient in Reading	Objectives: 1 Strategies: 6 Activities: 18	Academic	\$427310
3	All students at CCA-UE will be proficient in Writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2050
4	All students at CCAUE will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$156532
5	All students at CCAUE will be proficient in Social Studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$126000

Goal 1: All students at CCA-UE will become proficient in Mathematics

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in grade level skills in Mathematics by 06/01/2015 as measured by the MEAP Math assessment.

Strategy 1:

Differentiated instruction - Teachers will provide instruction that is sufficiently diversified so as to address the needs of students not achieving proficiency in mathematics, including low performing sub-groups at each grade level.

Research Cited: Best Practice: New Standards for Teaching and Learning in America's Schools (Zemelman et. al., 2005); The Art & Science of Teaching (Marzano, 2007); Literacy Strategies for Improving Mathematics Instruction (Kenny et. al., 2005); Making Content Comprehensible for English Language Learners (Echevarria et. al., 2004).

Tier: Tier 1

Activity - After-school tutoring for at-risk students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math)	Extra Curricular	Tier 2	Implement	09/29/2014	05/15/2015	\$23310	Title I Part A	School leader, Instructional Coach, Tutors
Activity - Provide Bilingual Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide an ESL paraprofessional to aid LEP/EL students both during regular classroom instruction and in pull-outs.	Academic Support Program	Tier 2	Implement	09/15/2014	06/01/2015	\$14983	Section 31a	School leader, Instructional Coach
Activity - ESL Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Implement	09/15/2014	06/01/2015	\$4995	Section 31a	School Leader, Instructional Coach
Activity - Math Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Accreditation Report

Cesar Chavez Academy Intermediate

The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$150480	Title I Part A, Section 31a, Title I Part A	School Leader, Instructional Coach
Activity - Increase student participation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$72463	Title II Part A, Title I Part A, Title II Part A	School Leader
Activity - Student perceptions of math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect, analyze, and make appropriate use of student perceptions regarding mathematics and their interest in math activities.	Monitor	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers, instructional coach, school leader
Activity - Summer program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Implement	07/06/2015	07/31/2015	\$12787	Section 31a, Section 31a	School leader, instructional coach, summer program instructors
Activity - Use of manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Accreditation Report

Cesar Chavez Academy Intermediate

Teachers at all grade levels will provide students with manipulatives to use in order to learn math concepts and to master skills	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers, Instructional Coach (manipulative supply and implementation)
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Strategy 2:

Focus on basic math skills - Teachers will provide instruction that focuses on basic math skills, vocabulary, computational fluency, problem solving, and math process strategies. A 45 minute period will be placed into a math block of 90 minutes to reinforce basic skills.

Research Cited: Best Practice: New Standards for Teaching and Learning in America's Schools (Zemelman et. al., 2005); The Art and Science of Teaching (Marzano, 2007); Literacy Strategies for Improving Mathematics Instruction (Kenney et. al., 2005); Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement (Marzano et. al., 2001).

Tier: Tier 1

Activity - Computer applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use computer software programs to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$7400	Title I Part A	Classroom teachers, instructional support staff, instructional coach

Activity - Daily practice of basic math skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	06/12/2015	\$0	No Funding Required	All teachers, instructional support staff

Activity - Improve computation and estimation skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers

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Activity - Vocabulary activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the use and emphasis of math vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from MEAP and Scantron.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers, instructional support staff

Strategy 3:

Instructional best practices - Teachers will plan and provide mathematics lessons that include the use of nonlinguistic representations of concepts (where possible), cooperative learning activities, and instructional best practices (such as effective questioning and cuing techniques, and the use of graphic organizers). Teachers will also regularly use manipulatives and technology to enhance understanding of math concepts.

Research Cited: Best Practice: New Standards for Teaching and Learning in America's Schools (Zemelman et. al., 2005); The Art and Science of Teaching (Marzano, 2007); Literacy Strategies for Improving Mathematics Instruction (Kenney et. al., 2005); Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement (Marzano et. al., 2001).

Tier: Tier 1

Activity - Best practices for teaching math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers; instructional coach; school leader

Activity - Grade level meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.	Communication	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers; instructional support staff; instructional coach; school leader

Activity - Lesson objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All teachers
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Goal 2: 90% of students at CCA-UE will be proficient in Reading

Measurable Objective 1:

80% of All Students will demonstrate a proficiency of 70% or greater in English Language Arts by 06/12/2015 as measured by MEAP (or State Assessment), Global Scholars, WIDA/ELPA, Common Assessments, DRA.

Strategy 1:

Response to Intervention Program - Students will receive multiple opportunities for extended learning opportunities to engage in supplemental support to address their areas of weakness in writing and reading. Various forms of data will analyzed to decide what research and evidenced based resources should be selected to narrow the gap in achievement. Teachers will meet regularly (every 3-4 weeks) with administration and ancillary staff to discuss the progress of students in tier 2 and 3 while documenting the effectiveness of the interventions to decipher what other measures need to be taken to progress the student along. Also, professional developments will be planned to ensure teachers and instructional support staff are equipped with the necessary research and tools to curtail further decline in academic growth.

Research Cited: RTI network

Tier: Tier 2

Activity - Daily Targeted Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, hands-on manipulatives, technology and games.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$164683	Title I Part C	School leader, instructional coach, instructional staff and support staff

Activity - Professional Development on RTI program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/12/2015	\$4200	Title II Part A	School leader, coach and instructional staff

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Activity - Increase Use of Research and Evidence Based Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$3000	Title I Part A	School leader, coach and instructional staff
Activity - Use of Instructional Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$150456	Section 31a	Coach, staff and leader

Strategy 2:

Technology Integration - Various measurements will be utilized, monitored and evaluated to provide students with different methods teaching and learning. Hardware and software are available in every classroom to assist students with the learning standards/skills and expectations for each grade level. Reading and writing software such as Raz-kids, StudyIsland, Solo 6 and other adaptive technology are encouraged by administration to use as a tool to meet the academic levels of each learner. Teachers will teach computer skills such as typing, dragging and editing. Teachers will increase stamina of students typing skills in preparation for State Assessments.

Research Cited: n/a

Tier: Tier 1

Activity - Site Licenses to Engage Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as star reader/accelerated reader, RAZ kids, studyisland that provide real time data to drive instruction.	Technology	Tier 1	Implement	09/01/2015	06/17/2016	\$7400	Title I Part A	Instructional Staff, Coach, Leader
Activity - Professional Development on Using Technology with Elementary Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; accelerated reader, iPad training, Promethean training, Solo6.	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	\$2500	Title II Part A	Instructional staff, coach and leader

Strategy 3:

Best Practices/Strategies in Reading and Writing - The administrative team will gather information from Comprehensive Needs Assessment (CNA) to present to the staff on the various areas of weakness across the grade levels to decipher what internal and external factors contribute to the decline/incline in achievement. Teachers

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will build background knowledge, explicitly teach domain-specific vocabulary, provide students with opportunities for peer interaction, ask students to answer higher order thinking questions and develop their own HOTS questions. Teachers will model writing in the content of reading and expect students to write fluently about topics in reading. Teachers will provide students with graphic organizers, sentence stems and model the use of these in learning.

Research Cited: n/a

Tier: Tier 1

Activity - Professional Development on Reading Best Practices and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	08/18/2014	06/26/2015	\$4800	Title II Part A, Title II Part A	School leader, coach and staff

Activity - Professional Development on Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with writing instruction. Instructional staff will participate in a professional development on best practices and will be expected to use these techniques in writing across all the content areas. Write Steps training and implementation.	Professional Learning	Tier 1	Monitor	08/24/2015	06/17/2016	\$4500	Title II Part A	School leader, coach, instructional staff

Activity - Monitoring of Best Practices in ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	06/19/2015	06/26/2015	\$68393	Title I Part A, Title I Part A	Leader, coach, instructional staff

Strategy 4:

Parental and Family Engagement - Families will be informed on strategies to assist their children at home and also be invited to meetings that will enhance their knowledge of the English language and community based programs.

Research Cited: n/a

Tier: Tier 1

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Activity - Bi-Weekly Curriculum Briefing for ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly meetings will be held by parent liaison, and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement			09/05/2014	06/19/2015	\$2150	Title I Part A	Coach, leader and staff

Strategy 5:

Increase Use of Reading Strategies Across Content Areas - Staff will receive training on Making Meaning reading program, reader's workshop, and guided reading in small groups to provided good reading strategies to all students.

Research Cited: n/a

Tier: Tier 1

Activity - SIOP Training and Coaching for Instructional staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL coach will provide monthly feedback to the staff and administration on the progress of SIOP training and techniques being utilized to assist with the ESL/ELL population across all content.	Monitor			08/22/2014	06/19/2015	\$7826	Title III	Leader, coach, ESL coach and instructional staff

Activity - High Interest/Low Leveled Readers in Spanish and English	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.	Direct Instruction	Tier 1	Implement	09/01/2014	06/12/2015	\$1602	Title III	Leader, coach, and staff

Activity - Build and Strengthen Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a vocabulary program to teach new vocabulary. The Making Meaning program will be used 4 days a week and fidelity to the program will be monitored by the Instructional Coach.	Direct Instruction	Tier 1	Implement	08/01/2014	06/12/2015	\$0	No Funding Required	n/a

Activity - Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through bi-weekly walk-throughs.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$0	No Funding Required	All instructional staff, instructional coach
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Strategy 6:

Data Driven Decision Making - 1) We will develop a data team.

2) We will use data to determine what professional development is needed to improve student performance.

3) We will use benchmark data from Global Scholar, Running Records, Writing, and ANET (has been purchased for next year).

Research Cited: n/a

Tier: Tier 1

Activity - Data Analysis of Local Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Scholar, MEAP, WIDA/ELPA, and grade-level assessments will be examined to measure students' levels of mastery to drive instruction.	Evaluation	Tier 1	Evaluate	09/01/2014	06/12/2015	\$5300	Title I Schoolwide	Coach and Leader

Activity - Professional Development on WIDA/ELPA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on how to analyze results from the new state test WIDA to drive instruction.	Professional Learning	Tier 1	Implement	09/01/2014	06/12/2015	\$500	Title III	School leader and coach

Activity - Multiple Meeting Times to Discuss Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings.	Policy and Process	Tier 1	Monitor	09/01/2014	06/12/2015	\$0	No Funding Required	Leader and Coach

Activity - Consistent Use of Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.	Policy and Process	Tier 1	Evaluate	09/01/2014	06/12/2015	\$0	No Funding Required	Leader, coach and instructional staff

Goal 3: All students at CCA-UE will be proficient in Writing

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of 45% or higher on the MEAP and GLocal Scholar Language Arts exams. This will be monitored through benchmark testing and data meetings. in English Language Arts by 06/12/2015 as measured by MEAP, Scantron. classroom assessments, Studylsland and other progress monitoring assessments.

Strategy 1:

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

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

Tier:

Activity - Supplemental Materials to WriteSteps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core	Direct Instruction		Monitor	09/01/2014	06/12/2015	\$1500	Title I Part A	School leader, coach, instructional staff
Activity - Use of Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/12/2015	\$550	General Fund	School leader, instructional coach, instructional staff
Activity - Teacher Modeling of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	Instructional staff, coach and administration

Goal 4: All students at CCAUE will be proficient in Science

Measurable Objective 1:

70% of All Students will demonstrate a proficiency 75% or greater in Science by 06/12/2015 as measured by MEAP, Global Scholar and Kc4 Curriculum Assessments or common teacher-made grade level assessments..

Strategy 1:

Real Life Applications to the Real World - Students will explore real-life science concepts through hands-on investigations of essential science questions, field-trips and 5th grade science camp.

Research Cited: n/a

Tier: Tier 1

Activity - Hands On Learning/Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become familiar with the scientific process by engaging in weekly projects that require them to apply the subject matter/skill to prior knowledge they have about their own life.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$8500	Section 31a	Leader and Coach
Activity - Bi- Yearly Field Trips/Off Campus Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry.	Field Trip	Tier 1	Implement	09/02/2014	06/12/2015	\$2500	Title I Part A	Leader and Coach

Strategy 2:

Effective Implementation of the Common Core - Teachers will unpack the Michigan Curriculum Science standards, write pacing guides and develop meaningful science lessons.

Research Cited: n/a

Tier: Tier 1

Activity - Professional Development on the Common Core/Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development that educates them on the new standards and the strategies needed to implement the Common Core successfully.	Professional Learning	Tier 1	Implement	08/21/2014	04/24/2015	\$434	Title II Part A	Leader and coach

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Activity - Center Based Instruction to Address Weaknesses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan to use more centers to teach science with literature, games and experiments to teach the common core.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$5000	Section 31a	Leader and Coach

Activity - Align Maps, Pacing Guides and Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will unpack the Science Michigan Curriculum Framework and write a pacing guide and lessons.	Policy and Process	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	No Funding Required	Leader, coach and instructional staff

Activity - Professional Development on Mapping and Pacing Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.	Professional Learning	Tier 1	Implement	08/21/2014	06/12/2015	\$3624	Title II Part A	School leader and coach

Strategy 3:

Differentiated Instruction - n/a

Research Cited: n/a

Tier: Tier 1

Activity - Use of Technology/Site licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$7400	Title I Part A	Leader, coach and instructional staff

Activity - High Interest Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$1200	Section 31a	Leader, Coach and instructional staff

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Strategy 4:

Extended Learning Opportunities Through the RTI process - n/a

Research Cited: n/a

Tier: Tier 1

Activity - Summer School Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulatives, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school.	Direct Instruction	Tier 1	Implement	07/06/2015	07/30/2015	\$127874	Section 31a	Leader, coach and teachers

Goal 5: All students at CCAUE will be proficient in Social Studies.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency 75% or higher in Social Studies by 06/12/2015 as measured by MEAP, Study Island and MC3 Curriculum assessments..

Strategy 1:

Differentiated Instruction - Students will be educated on Social Studies topics in various ways such as technology, literature, plays, field trips. Lessons will delivered with various strategies to engage all students and increase the level of mastery on assessments. The instructional coach and leaders will monitor classroom instruction to ensure students are receiving a quality education that meets their needs.

Research Cited: Carol Tomilson's Articles and Literature on Differentiated Instruction

Tier: Tier 1

Activity - Collaborative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects.	Direct Instruction			09/03/2013	06/13/2014	\$0	No Funding Required	School leader, coach and instructional staff

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Activity - Use of Multi Sensory Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will display and enhance comprehension skills in connections with social studies in groups and independently.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$2500	Section 31a	School leader, instructional coach, instructional coach
Activity - Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be utilized to explain history and geography along with other concepts and create real-life connections.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$120000	Title I Part A	School leader, coach and instructional staff
Activity - Professional Development on Using DI and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On site and off site professional learning opportunities will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$3500	Title II Part A	School leader, coach and instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Graphic Organizers	Students will use graphic organizers to better understand and organize their thoughts for writing. Teachers will model how to use graphic organizers before expecting students to use them with mastery.	Direct Instruction	Tier 1	Monitor	09/01/2014	06/12/2015	\$550	School leader, instructional coach, instructional staff

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis of Local Assessments	Global Scholar, MEAP, WIDA/ELPA, and grade-level assessments will be examined to measure students' levels of mastery to drive instruction.	Evaluation	Tier 1	Evaluate	09/01/2014	06/12/2015	\$5300	Coach and Leader

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Align Maps, Pacing Guides and Lesson Plans	Teachers will unpack the Science Michigan Curriculum Framework and write a pacing guide and lessons.	Policy and Process	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Leader, coach and instructional staff
Consistent Use of Formative and Summative Assessments	Teachers and support staff will analyze results for formative and summative assessments to plan and revise lesson delivery and strategies to determine what other materials or review is needed for the students' comprehension of material.	Policy and Process	Tier 1	Evaluate	09/01/2014	06/12/2015	\$0	Leader, coach and instructional staff

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Vocabulary activities	Teachers will increase the use and emphasis of math vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, as well as assessment vocabulary from MEAP and Scantron.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	All teachers, instructional support staff
Teacher Modeling of Expectations	Students will use teacher's examples to guide them in the writing process. Teachers will model examples to demonstrate exemplary examples.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$0	Instructional staff, coach and administration
Student perceptions of math	Teachers will collect, analyze, and make appropriate use of student perceptions regarding mathematics and their interest in math activities.	Monitor	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	All teachers, instructional coach, school leader
Collaborative Learning	Students will work with peers at various ability levels to engage in lesson acquisition, learning new vocabulary, reviewing materials and completing projects.	Direct Instruction			09/03/2013	06/13/2014	\$0	School leader, coach and instructional staff
Use of manipulatives	Teachers at all grade levels will provide students with manipulatives to use in order to learn math concepts and to master skills	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers, Instructional Coach (manipulative supply and implementation)
Daily Use of Higher Order Thinking Skills/Bloom's Taxonomy	Teachers will require students to support their ideas, inferences, and opinions with logical reasons and text evidence. Teachers will have students create and answer questions at various depths of knowledge across the curriculum. Instructional staff will confirm this through bi-weekly walk-throughs.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$0	All instructional staff, instructional coach
Multiple Meeting Times to Discuss Data	Planned meetings to discuss data with general ed, special ed, paraprofessionals and support staff exists in many forms such as RTI, SIP, Grade level and Staff meetings.	Policy and Process	Tier 1	Monitor	09/01/2014	06/12/2015	\$0	Leader and Coach
Daily practice of basic math skills	Teachers will provide opportunities for students to take part in daily interactive practice of basic math skills appropriate for each grade level.	Direct Instruction	Tier 1	Getting Ready	09/01/2014	06/12/2015	\$0	All teachers, instructional support staff

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Lesson objectives	Teachers will make the objective of each lesson known to students at the start of instruction so that students know what they are learning and why.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers
Improve computation and estimation skills	Students will develop and/or enhance computational skills, solve real world computation problems, and apply a variety of estimation strategies when given problems.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers
Increase student participation	Students will regularly use written response boards or student response devices (clickers) to increase the participation of each student in lessons, and to help teachers gauge student understanding and lesson effectiveness. Teachers will also use pairing of students to allow students to feel more comfortable sharing in pairs with peers.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers
Build and Strengthen Academic Vocabulary	Teachers will use a vocabulary program to teach new vocabulary. The Making Meaning program will be used 4 days a week and fidelity to the program will be monitored by the Instructional Coach.	Direct Instruction	Tier 1	Implement	08/01/2014	06/12/2015	\$0	n/a
Grade level meetings	Grade level teachers will meet on a regular basis to focus on and collaborate about instructional best practices.	Communication	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers; instructional support staff; instructional coach; school leader
Best practices for teaching math	All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research-based best practices for teaching math and increasing student achievement.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All teachers; instructional coach; school leader

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SIOP Training and Coaching for Instructional staff	ESL coach will provide monthly feedback to the staff and administration on the progress of SIOP training and techniques being utilized to assist with the ESL/ELL population across all content.	Monitor			08/22/2014	06/19/2015	\$7826	Leader, coach, ESL coach and instructional staff
Professional Development on WIDA/ELPA	Instructional staff will receive training on how to analyze results from the new state test WIDA to drive instruction.	Professional Learning	Tier 1	Implement	09/01/2014	06/12/2015	\$500	School leader and coach

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High Interest/Low Leveled Readers in Spanish and English	Literature will be used across all contents to teach reading skills to narrow the gap in achievement with ELL/ESL students and other students who need to strengthen reading skills.	Direct Instruction	Tier 1	Implement	09/01/2014	06/12/2015	\$1602	Leader, coach, and staff
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Technology/Site licenses	Study Island and other software will be utilized by teachers and students to help in understand material to reach mastery on assessments.	Technology	Tier 1	Monitor	09/02/2014	06/12/2015	\$7400	Leader, coach and instructional staff
Increase Use of Research and Evidence Based Interventions	Students will be exposed to a myriad of resources allocated from grant funds to intentionally help increase, fluency, comprehension, phonemic awareness, etc. during RTI time on a daily basis to also promote engagement and motivation in students.	Direct Instruction	Tier 1	Implement	09/02/2014	06/12/2015	\$3000	School leader, coach and instructional staff
Computer applications	Students will use computer software programs to practice computational skills (including programs for EL students) on a weekly basis.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$7400	Classroom teachers, instructional support staff, instructional coach
Use of Technology	Technology will be utilized to explain history and geography along with other concepts and create real-life connections.	Technology	Tier 1	Implement	09/02/2014	06/12/2015	\$120000	School leader, coach and instructional staff
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$68093	School Leader
After-school tutoring for at-risk students	The school will offer a free, after-school tutoring program three days per week, focusing on improving math skills (for students who are below grade level in math)	Extra Curricular	Tier 2	Implement	09/29/2014	05/15/2015	\$23310	School leader, Instructional Coach, Tutors
Site Licenses to Engage Learners	On a weekly basis, teachers will plan for students to work at their level on tasks through games, auditory learning and applying test taking skills with software such as star reader/accelerated reader, RAZ kids, studyisland that provide real time data to drive instruction.	Technology	Tier 1	Implement	09/01/2015	06/17/2016	\$7400	Instructional Staff, Coach, Leader

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Math Interventionists	The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$49108	School Leader, Instructional Coach
Math Interventionists	The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$46859	School Leader, Instructional Coach
Bi-Weekly Curriculum Briefing for ELA	Bi-weekly meetings will be held by parent liaison, and staff to connect with families to increase participation and encourage families to become more aware of the expectations for learning. Refreshments and literature will be provided for families and children during these activities as well.	Parent Involvement			09/05/2014	06/19/2015	\$2150	Coach, leader and staff
Monitoring of Best Practices in ELA	Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	06/19/2015	06/26/2015	\$300	Leader, coach, instructional staff
Bi- Yearly Field Trips/Off Campus Learning	Students will make connections to real life through field trips to museums, factories and other locations that encourage scientific inquiry.	Field Trip	Tier 1	Implement	09/02/2014	06/12/2015	\$2500	Leader and Coach
Monitoring of Best Practices in ELA	Instructional staff will be monitored by the coach and leader when viewing instruction firsthand by conducting walk-through weekly and teachers will receive a copy. Instructional Coach will provide teachers with specific support and feedback based on classroom observations.	Monitor	Tier 1	Monitor	06/19/2015	06/26/2015	\$68093	Leader, coach, instructional staff
Supplemental Materials to WriteSteps	Students will increase their ability to use the six + one traits when using supporting activities to increase comprehension and mastery of ELA/Writing Common Core	Direct Instruction		Monitor	09/01/2014	06/12/2015	\$1500	School leader, coach, instructional staff

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Targeted Interventions	Title 1 Teachers will devise a plan with the general education teacher to provide interventions on a daily basis for at least an hour with progress monitoring tools, hands-on manipulatives, technology and games.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$164683	School leader, instructional coach, instructional staff and support staff

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on RTI program	At least three sessions throughout the year will be planned to provide the CCA staff with information, data and interventions associated with the success of RTI and Language Arts.	Professional Learning	Tier 2	Getting Ready	09/02/2014	06/12/2015	\$4200	School leader, coach and instructional staff
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	08/18/2014	06/26/2015	\$300	School leader, coach and staff
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$300	School Leader
Instructional Coach	The academy will provide an instructional coach to work with teachers on improving classroom instruction, data analysis, and progress monitoring.	Academic Support Program		Monitor	07/01/2014	06/30/2015	\$4070	School Leader
Professional Development on the Common Core/Science	Teachers will attend professional development that educates them on the new standards and the strategies needed to implement the Common Core successfully.	Professional Learning	Tier 1	Implement	08/21/2014	04/24/2015	\$434	Leader and coach
Professional Development on Mapping and Pacing Guides	As a result of sustainable professional development, teachers will align the curriculum with maps and pacing guides to monitor the mastery and delivery of all lessons needed to be taught throughout the school year. Students be taught all skills needed to progress to the next grade level while using various resources to do so.	Professional Learning	Tier 1	Implement	08/21/2014	06/12/2015	\$3624	School leader and coach
Professional Development on Using Technology with Elementary Students	At least two sessions, on or off site, will be offered for teachers to attend to receive research on the impacts of reading and writing in relationship to technology. Teacher choices include; accelerated reader, iPad training, Promethean training, Solo6.	Professional Learning	Tier 1	Implement	08/01/2015	06/01/2016	\$2500	Instructional staff, coach and leader
Professional Development on Using DI and Technology	On site and off site professional learning opportunities will be available and encouraged by the administration team to attend and utilize the strategies and techniques presented in the professional development.	Professional Learning	Tier 1	Implement	09/02/2014	06/12/2015	\$3500	School leader, coach and instructional staff

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Professional Development on Writing Strategies	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with writing instruction. Instructional staff will participate in a professional development on best practices and will be expected to use these techniques in writing across all the content areas. Write Steps training and implementation.	Professional Learning	Tier 1	Monitor	08/24/2015	06/17/2016	\$4500	School leader, coach, instructional staff
Professional Development on Reading Best Practices and Assessment	Students will academically benefit from lessons that are engaging, meet their needs, and work with resources that teachers and support staff deliver with reading instruction. Instructional staff will participate in a professional development on best practices specifically Making Meaning, Independent reading, Adolescent Accelerated Reading Initiative.	Professional Learning	Tier 1	Monitor	08/18/2014	06/26/2015	\$4500	School leader, coach and staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Multi Sensory Manipulatives	Students will display and enhance comprehension skills in connections with social studies in groups and independently.	Direct Instruction	Tier 1	Implement	09/03/2013	06/13/2014	\$2500	School leader, instructional coach, instructional coach
Math Interventionists	The academy will provide math interventionists to work with students who are achieving below grade level, and to provide academic support to classroom teachers	Academic Support Program	Tier 2	Monitor	08/18/2014	06/22/2015	\$54513	School Leader, Instructional Coach
Summer School Learning	Summer school program will target the lowest achieving students from the gathering of different data sources to meet the skills and standards that the students struggle with. Materials will be purchased to supplement the curriculum during the summer to offer hands on manipulatives, games, science experiments, technology and literature. Teachers and paraprofessionals will provide small class instruction and progress monitor during the four week summer school.	Direct Instruction	Tier 1	Implement	07/06/2015	07/30/2015	\$127874	Leader, coach and teachers
Provide Bilingual Staff	The academy will provide an ESL paraprofessional to aid LEP/EL students both during regular classroom instruction and in pull-outs.	Academic Support Program	Tier 2	Implement	09/15/2014	06/01/2015	\$14983	School leader, Instructional Coach

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Summer program	The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Implement	07/06/2015	07/31/2015	\$4262	School leader, instructional coach, summer program instructors
Hands On Learning/Experiments	Students will become familiar with the scientific process by engaging in weekly projects that require them to apply the subject matter/skill to prior knowledge they have about their own life.	Direct Instruction	Tier 1	Monitor	09/02/2014	06/12/2015	\$8500	Leader and Coach
Summer program	The school will offer a free, four-week academic summer program, focusing on improving math skills (for students who are below grade level in math).	Academic Support Program	Tier 2	Implement	07/06/2015	07/31/2015	\$8525	School leader, instructional coach, summer program instructors
Center Based Instruction to Address Weaknesses	Teachers will plan to use more centers to teach science with literature, games and experiments to teach the common core.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$5000	Leader and Coach
ESL Tutoring	The academy will provide a free, after-school tutoring program three times per week for LEP/EL students.	Implementation	Tier 2	Implement	09/15/2014	06/01/2015	\$4995	School Leader, Instructional Coach
High Interest Informational Text	Informational text will be used more in the classroom to teach reading for meaning and introduce students to scientific content.	Direct Instruction	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$1200	Leader, Coach and instructional staff
Use of Instructional Support Staff	Instructional support staff provide small group instruction using materials that directly address the students areas of academic need for at least forty minutes, 4 days a week.	Academic Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$150456	Coach, staff and leader