



Redesign Plan

Cesar Chavez Academy Elementary

Cesar Chavez Academy

Mrs. Gabriela Jaime, Principal
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Executive Summary

Introduction

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

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

Description of the School

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

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

School's Purpose

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

Our school mission proclaims that we will "provide an opportunity for all students to learn in a safe atmosphere of academic excellence."

Vision:

Our Vision at Cesar Chavez Academy is to become the premier college preparatory school district in the state of Michigan. The statement that supports our foundation: "Si, Se Puede! - Yes we can!", reflects the belief that every student is capable of greatness.

Values:

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, productive members of the community.

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

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

Notable Achievements and Areas of Improvement

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

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

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

Additional Information

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

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

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	see attached	teacher evaluation template

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	see attached	school leader evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	our collective bargaining agreement, board policies and operating procedures allow our building the authority and autonomy to implement most of the resign plan requirements as written. Our collective bargaining agreement is new as of June of 2014. We are currently working with union reps to finalize merit pay rubrics which are expected to be in place by the spring or 2015. We are also finalizing language around the timeline for terminating ineffective and minimally effective teachers.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	We are still working on completing this task with union.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	We are currently working through this process with the collective bargaining reps.	

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Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	No	<p>We are currently waiting signature from the president of the bargaining unit.</p>	

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Kristen Teno- Instructional Coach- kristen.teno@leonagroup.com

Jennifer Abela- School Improvement Lead/1st grade teacher- jennifer.abela@leonagroup.com

Shirley Murray- 2nd grade teacher- shirley.murray@leonagroup.com

Cassandra Knape- 2nd grade teacher- cassandra.knape@leonagroup.com

Pamela Williams- District Curriculum Coordinator- pamela.williams@leonagroup.com

Carissa Rusnak- Federal Grant Coordinator- carissa.rusnak@leonagroup.com

Angela Thomas- RESA facilitator- thomasa@resa.net

Gabriela Jaime- School Leader- gabriela.jaime@leonagroup.com

Javier Garibay- RVP- javier.garibay@leonagroup.com

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

Cesar Chavez Academy Lower Elementary has chosen three "big ideas" that will support our reform/redesign plan in changing teaching and learning to promote student growth. These big ideas include; Response to Intervention (Rtl), Differentiated Instruction and Tier I curriculum alignment. These strategies were chosen after close review of assessment data, surveys and curriculum audits.

State what data were used to identify these ideas

The data utilized to support the decision of utilizing the three identified strategies came from demographic data, MEAP data analysis, analysis of the accountability score card, Scantron data, school wide post math assessments, and data from curriculum audit.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A.1

Cesar Chavez Academy Lower Elementary implemented the Transformation Model in 2014. The five turnaround competencies were considered in deciding to retain the current principal, Gabriela Jaime. Mrs. Jaime has been with Cesar Chavez Academy for the last 14 years. She started her career as an LRE Aide prior to obtaining her teaching certificate in Special Education. She later moved into a split 1st and 2nd grade classroom where she taught for five years. Mrs. Jaime was then transitioned into a Special Education role and spent two years supporting the special education department and took over the role of Child Study facilitator. Mrs. Jaime's dedication and leadership with the Child Study program opened the door to working closer with administration in the role of Instructional Coach, which she held for two years and quickly moved into the leadership role. This will be Mrs. Jaime's fourth year as School Leader. She received her Master's in Educational Leadership from Madonna University soon after accepting the role as School Leader.

Mrs. Jaime meets all five competency requirements by implementing a rigorous and dramatic approach to improving instruction and transforming the school culture. She has used data driven instruction to make necessary changes to make significant improvements in student achievement at Cesar Chavez Academy Lower Elementary. She is responsible for implementation of effective curriculum, instruction, and assessment aligned to Common Core State Standards. The principal is knowledgeable about implementation of a multi-tiered system of support to provide services for all special and general education students. The principal is also responsible for the implementation of the district's accountability system.

Mrs. Jaime has dedicated her teaching and leadership career to at-risk urban youth for the last thirteen years with The Leona Group LLC. She has educated elementary school students and is vividly aware of the needs and concerns that challenge our students and their families and what techniques and strategies can be employed to raise achievement. During her years of service as a teacher, Instructional Coach, and School Leader Mrs. Jaime has analyzed data in order to set and enforce standards for academic growth for all stakeholders. Our big ideas (Response to Intervention, Differentiated Instruction and curriculum alignment) have been a focus for Mrs. Jaime when collaborating with instructional coaches, various instructional teams, implementing our PBIS program, aligning the curriculum to the Common Core and developing meaningful relationships with the community.

1A.2

Mrs. Jaime's skills will benefit CCALE towards improving scores and developing a climate of academic excellence. The basis for assuring that Mrs. Jaime is competent in these areas is evident through the following:

- increasing scores and narrowing the gap
- uses a shared leadership approach to involve the ideas of staff
- Community and parents to make changes in curriculum, climate and instruction

- observing employee performances, recording observations, and conducting evaluation conferences are instruments used to evaluate the
SY 2014-2015

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effectiveness of instruction and assessment

Mrs. Jaime works in collaboration with the SVSU Partnership office, TLG Department of Academic Support, RVP, CCA's curriculum director, the instructional coach, Data and Academic Coordinator, and lead teachers to implement and monitor the curriculum, instruction, assessment and the transformation plan's "Big Ideas".

- Monthly updates are provided to Javier Garibay, the Regional Vice President and the César Chávez Board of Directors are provided with regular updates on the progress of students in Tier I, Tier II and Tier III.
- Monthly meetings with SVSU's (Saginaw Valley State University) partnership office in which regular school updates are provided as well as support from SVSU to review/revise our educational plan and its progress.
- Monthly school leader meeting with TLG provide leaders with ongoing leadership support in areas such as DI, grading, Response to Intervention, summative and formative assessments as well as ongoing academic reviews to ensure positive student achievement.
- The district leadership team will continue to develop partnerships, to support the implementation of the "Big Ideas". These partnerships include educational consultants, such as Betty Menchik, Joann Allain, SDE and Wayne RESA. External partners such as, SVSU Partnership Office and TLG's Academic support and RLAC. We will also continue to develop the partnership with special programs like Junior Achievement and the Kiwanis Club, which donates free books.

1A.3

Important Transformation actions have been taken into consideration. This year our leadership team will focus on accomplishing the most critical and consistent success actions. She identifies and focuses on a few early wins with big payoffs, and uses that early success to gain momentum. During her time as a school leader in our building, Ms. Jaime developed a system for implementing math interventions, has created an assessment rubric for end of the year evaluations, has implemented a master schedule that supports blocked instruction and holds all support staff accountable. Mrs. Jaime has established a positive rapport with parents and the community and has closed the communication gap between teachers and parents by implementing monthly parent workshops presented by teachers and increasing the expectation of teacher communication to parents as evidenced by monthly submission of parent communication logs and quarterly parent-teacher conference. During her time at CCA Mrs. Jaime supported with leading the team when devising the Rtl process in our building while holding a position as a special education teacher. While these "wins" are limited in scope, they are high-priority, focused elements of organizational performance.

Mrs. Jaime breaks organization norms or rules by deploying new tactics needed for early wins. Failed rules and routines are discarded when they inhibit success. She developed and implemented a data rubric for teachers and alongside the leadership team holds teachers accountable for their performance and student achievement. Under Mrs. Jaime leadership, an interview process was developed for seeking out highly-qualified teachers by creating interview teams, and having qualified applicants teach a lesson to our students to gain better insight of their teaching abilities. She has changed instructional personnel or fiscal resources in order to improve instruction. This year more time has been allocated to instruction to better meet student needs and has increased teacher collaboration focused on improving teaching and learning. This year, Mrs. Jaime and the district leadership team has ensured that all support staff and specials teachers receiving the same training on instructional programs. All specials teachers (music, art, physical education, science, and Spanish) play an integral part in our Tiered interventions and provide targeted skills support to Tier II students.

The administrative team acts quickly in a fast cycle of trying new tactics, such as measuring results, discarding failed tactics and doing more of what works. This year more time was allocated for co-planning to ensure the alignment of curriculum maps, standards-based assessments and common summative assessments being utilized in each classroom. She overcomes resistance to change by demonstrating that change is necessary and possible.

The administrative team collects and analyzes data from various assessments and data portals, such as Power School, Scantron, and

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Google docs. Teachers and the administrative team uses this data to create an action plan so that everyone involved knows specifically what needs to be done differently. Mrs. Jaime uses formative assessments to track and communicate change effectiveness to teachers, students, parents, and community and when necessary she makes data-informed mid-course corrections in targeted improvement areas.

Mrs. Jaime galvanizes staff around big ideas by including them in decision making processes and creates a positive environment to engage staff in the support for implementing these big ideas. She establishes the school environment with a climate conducive to learning and a culture of high expectations. Her passion and dedication to student achievement is motivational and energizing which in turn galvanizes staff around changes that are necessary in order to improve.

Weekly meetings with the curriculum director and instructional coach will help maintain a laser beam focus on student achievement. Meeting topics include the transformation plan updates, M-STEP preparation, and (Performance task aligned to M-STEP) increasing stamina in early readers, curriculum alignment, assessment data and results. Administrative team meetings will include an analysis of assessment data from different sources are used to make decisions at different levels of instruction. Bi-weekly meetings will include random lesson plan, pacing guide and grade book audits. Quarterly onsite reviews and follow up meetings are conducted with the The Leona Groups department of Academic Support to provide immediate feedback on the schools systems that monitor the curriculum, instruction and assessment.

1A.4

Data Collection- Since our schools expansion and split from one K-5 building to a K-2 and a 3-5 building we have noticed a negative trend in our 3rd grade MEAP scores and consequently in our overall state ranking. With the expansion of our school district, the dynamics of our building experienced a complete shift with 50% new teachers coming into our school and a rapid influx of students from outside districts going from 75 students per grade level to 155 students per grade level. All of these changes have impacted our school in a variety of ways, however, since Mrs. Jaime has become the School Leader at Cesar Chavez Academy we have experienced upward trends in Reading and Math per the Scantron assessment, DIBELS and RtI Phonics and Phonemic Screeners assessments; all of which are also utilized to drive instruction and our curriculum. (Please see attached documents.)

Achievement Data

Scantron 2nd Grade Reading-

2011- Average yearly gain +293, 50% of students MET Annual Target (Mrs. Jaime was an Instructional Coach and "acting" leader for leader who was on sick leave for half of the school year- expansion year-went from 75 2ndgraders to 125 2nd graders; 75 new students from surrounding districts)

2012-Average yearly gain +236, 40% of students MET Annual Target (last expansion year- went from 125 2nd grade students to 150 2nd grade students, 25 new students from surrounding districts- approximately 75 students new to our school as of 1st grade)

2013-Average yearly gain +256, 46% of students MET Annual Target-

2014-Average yearly gain +288, 58% of students MET Annual Target

Scantron 2nd Grade Math-

2011-Average yearly gain +199, 48% of students MET Annual Target (Mrs. Jaime was an Instructional coach and "acting" leader for leader who was on sick leave for half of the school year)

2012-Average yearly gain +234, 57% of students MET Annual Target (expansion year- went from 125 2nd grade students to 150 2nd grade students)

2013-Average yearly gain +254, 68% of students MET Annual Target

2014-Average yearly gain +237, 60% of students MET Annual Target

DIBELS 2nd Grade-

2011- at or above benchmark- 46%, below benchmark-16%, well below- 39%

2012- at or above benchmark- 48%, below benchmark-27%, well below- 25%

2013- at or above benchmark- 63%, below benchmark-15%, well below- 22%

2014- at or above benchmark- 64%, below benchmark-16%, well below- 20%

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Phonics Screeners- (school based assessments-data derived from googledrive data base)

Based on Read Naturally Phonics Screeners our second grade teachers have been able to begin Tier 1 instruction at a higher level each year. In 2011 2nd grade Tier 1 phonics instruction at the beginning of the year was at Task 4 or 5 working on consonant digraphs and consonant blends with extensive remediation due to the number of students still working on CVC words. In September of 2014, our 2nd grade Tier 1 phonics instruction is working on task 7; R-controlled vowels- material closer to grade level.

Perception Data- Perception data from students, staff and parents has been very positive during Mrs. Jaime's time as school leader. She is commended for her shared leadership and ability to relate to students and parents while taking recommendations to heart and making changes where changes are needed.

1A.5

Javier Garibay, RVP, Pamela Williams, curriculum director and Erica Gerkman, TLG Grants compliance Director (District leadership team) will ensure the resources and funding are provided to support the essential components of the R/R plan. The district leadership team, school leader and the R/R leadership team will have ongoing professional development throughout the year to ensure effective execution of the R/R plan and positive achievement gains.

1.B.1,

Cesar Chavez Academy Lower Elementary will promote shared leadership that fosters community engagement, provides opportunities for professional and personal growth, and enables sustained progress for administrators and teachers. Shared leadership will be facilitated by an overall team environment that consists of three dimensions; shared purpose, social support, and voice. Both administrators and teachers will receive support that will increase leadership capacity.

1.B.2, 1.B.3,

With high stakes accountability and increasing demands, Ms. Jaime is intending to develop a system of teacher leaders to serve their grade levels and support in implementing our "Big Ideas". Support will be provided by administration. The CCALE teacher leaders will be directed by the instructional coach and school leader to provide support for the other teachers on the grade level team. The focus of support will be determined based on data collected through the Rtl process (big idea), mentoring dialogues, and grade level co-plans. Teacher leadership brings decision-making authority close to the classroom and gives teachers a new sense of responsibility and ownership in the school. These teachers will support the school leader by acting as grade level leads as well as teacher in charge in the absence of the school leader. Teacher leaders will receive opportunities to facilitate and chair school committees and professional development training sessions. Additionally, these teachers leaders will become a part of the decision making process by being the voice of their grade level teams as an active participant on the school improvement team. Lead teachers will also participate in facilitating instructional rounds with grade level team members.

Furthermore, Cesar Chavez Academy will involve students, parents, and the community in shared leadership opportunities. These individuals offer valuable perspectives and significant resources and knowledge to the school. Cesar Chavez Academy will maintain a strong Parent Leadership Institute that will solicit parent involvement and interaction. Parents will receive governance and leadership training that will help promote school-home connections. They will be a part of the decision making process by being active members of our school improvement team that will promote a welcoming learning environment. Cesar Chavez Academy will seek community partnerships that will become contributing stakeholders by providing resources and training opportunities that will support our students and families. Cesar Chavez Academy will make shared leadership the norm that will strengthen our commitment to rapid turnaround.

1.B.4

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School improvement will be a district-wide activity to support building leadership and aid in the successful implementation of our big ideas. The district will meet monthly to discuss and review school improvement plans. During these district SIP meetings lead members will lead the meeting on the content area they have chosen. They will discuss the areas that need improvement, provide data to analyze, and discuss strategies needed to improve academic achievement.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A.1-2A.2 Cesar Chavez Academy Lower Elementary (CCA) utilized a collaborative process to develop a teacher evaluation tool that includes student growth as a significant factor, as this will be 50% of the teacher evaluation score (established as 50% since 2011-2012 school year).

Our teacher evaluation is made up of three elements essential to our school mission and our management company, The Leona group. Those essential elements are student growth, instruction and core expectations.

Student growth will comprise of 50% of the teacher evaluation. Teachers have played an essential role in developing a data rubric that establishes the assessment measures and benchmarks for demonstrating adequate yearly growth. The rubric also puts a percentage weight on each assessment measure ensuring a balanced evaluation. The process for creating the student growth rubric was transparent and all inclusive. The creation of the rubric began in the 2011-12 school year and was solidified after a series of three meetings in which teams of grade level teachers met with administration to discuss assessments, end of the year expectations, benchmarks for growth and the weighing of each assessment. Each year the rubric is reviewed to ensure that assessment measures are accurate as well as increasing benchmark expectations.

The student measures used for end of the year teacher evaluations are as follows...

Scantron

DIBELS

Pre/Post Math Assessments

Running Records

Sight Words

The weight of each assessments varies between grade levels but is between 6-14 points each, equaling to a total of 50 points.

The instructional piece of our teacher evaluation was created by an instructional team lead by our management company, The Leona Group. The evaluation tool was adopted by Cesar Chavez Academy in 2011-2012. It was recently reviewed and points were modified through the collective bargaining process. CCA-ACTS has accepted the tool for our teacher evaluations.

2B.1

Our Leader evaluation tool was developed initially with reference to a model created by the Ohio Leadership Advisory Council, which was based on these tenets:

1. Leadership is a shared responsibility and needs to be viewed not as a role, but as a set of essential practices directed toward the improvement of instruction with the ultimate aim of increasing students' learning.
2. Leadership is a process distributed across an entire school system - its central office and all of its buildings - involving shared responsibility for and concerted action on behalf of improved instructional practice and school performance.
3. Accountability for school improvement requires leadership structures (that is, district leadership teams, building leadership teams, and teacher-based teams) through which personnel take responsibility and hold one another accountable for organizing, implementing, monitoring, and learning from improvement processes.
4. A collective focus on full and sustained implementation - and monitoring of the degree of implementation - of a few potent yet flexible strategies provides the conditions necessary for school improvement.
5. The Ohio Improvement Process (OIP) - a structured process based on the use of a connected set of tools for reviewing, analyzing, and basing decisions on relevant data - provides a vehicle for initiating Ohio's Leadership Development Framework in ways that are responsive to stakeholders' insights about local commitments, needs, and assets.
6. All learning, including teachers' learning of instructional practices, depends on changes in behavior that respond to precise and relevant feedback. Procedures (e.g., routine classroom monitoring) that provide teachers with feedback and support constitute the most powerful way to enable teachers to improve their instructional performance. For professional learning to occur teachers must be deeply engaged in understanding and responding to such feedback and support, not simply trying to comply with external requirements.

The tool was then modified to reflect the unique makeup of charter schools, in which the stakeholder groups of authorizes and Board must also be heavily considered. State-specific requirements were considered and reflected as appropriate. The tool reflects that the responsibilities of a charter school leader include tasks that are often not found "on the plate" of a leader in a traditional school, including facility management, budget responsibility and student recruitment. In addition, the tool was modified to reflect the founding principles of Leona Group including local autonomy and the principal that all students, even those who are economically or educationally disadvantaged, can learn at high levels. Feedback was gathered from Leaders and others during the development of the tool. The tool was initially used in Leona's Ohio and Michigan schools in the 2011/2012 school year and was modified based on Leader and evaluator feedback for the 2012/2013 school year.

When Leaders are evaluated, a collaborative process is also used to gather feedback from internal 'customers' including Finance, Human Resources, Grants, Special Education support, Marketing and Communications, Curriculum and Instruction, and Technology. Feedback from the Academic Support departments is given particular weight, as it reflects data gathered during school reviews, academic reviews, and special education and compliance reviews.

The tool is being continuously reviewed and modified based on feedback from Leaders and evaluators as well as to reflect state mandates related to administrator evaluation.

2B.2

Fifty percent of the leaders' evaluation is based on student growth the other fifty percent being based on the leaders capacity in the following; management, instructional leadership, overall leadership, and professional growth

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Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A.1-3A.4

The criteria for rewarding teachers who make positive contributions to student achievement will be as follows. For the 2014-2015 school year...

Based on student achievement data: (See teachers assessment rubric)

Students are expected to show at least one years growth on school wide benchmark assessments; pre/post math, running records, and sight words. Students are expected to make above average gains in order to get full credit on Scantron and DIBELS assessments. Classroom teachers who show 90-100% of their students make an average of at least one years growth will receive full credit towards their merit pay points.

Classroom teachers who show 70-89% of their students make an average of at least one years growth will receive partial credit towards their merit pay points.

Classroom teachers who show less than 70% of their students make an average of at least one years growth will receive not credit towards their merit pay points

Based on instruction: (Please see Teacher Evaluation attached)

Teachers are expected to deliver instruction at optimal levels responding to observation feedback and adjusting instruction appropriately.

Teachers who rate Highly Effective on Instruction in the Teacher Evaluation will receive full credit towards merit pay points.

Teachers who rate Effective on Instruction in the Teacher Evaluation will receive half credit towards merit pay points.

Teachers who rate Ineffective on Instruction in the Teacher Evaluation will receive no credit towards merit pay points.

Merit Pay continues to be a bargaining point for our union (which was recently established). Total possible points have not been established.

The criteria for educators receiving rewards for implementing the instructional programs will be based on their stance on end of the year achievement data as well as weekly informal observations, quarterly formal observations, lesson plan checks, grade book checks, participation and follow through of Rtl process, maintaining of curriculum maps and pacing guides and adjusting pacing accordingly. A rubric will be created by the school improvement team of strategies in our instructional program. Teachers will be evaluated based on the following criteria: highly evident, evident, minimally evident, not evident.

Teachers who rate an average of Highly Evident will receive full credit towards merit pay points.

Teachers who rate an average of Evident will receive half credit towards merit pay points.

Teachers who rate an average of minimally evident or not evident will receive no credit towards merit pay points.

The process for rewarding educators who positively contribute to student achievement and implement the instructional program will be as follows.

Yearly-

Merit pay will be rewarded after end of the year data has been compiled and analyzed. Specific dates will be determined through the bargaining process. Average grade level growth will be calculated and compared, as well as determining how many students made one year's academic growth to determine who receives merit pay. A rubric will determine the amount of merit pay to be distributed. Processes

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for which educators will receive other rewards will be throughout the year after observing instruction and analyzing data.

Lead teacher positions will be posted at the beginning of the 2015-16 school year. Only teachers who have demonstrated an average of "highly effective" over a three year period will qualify to interview for these positions. Lead teachers will receive a \$2000 stipend for their extra responsibilities.

School Improvement chair position will be posted at the beginning of the 2015-16 school year. Only teachers who have demonstrated an average of "highly effective" over a three year period will qualify to interview for these positions. Lead teachers will receive a \$2000 stipend for their extra responsibilities.

Peer mentoring will be open for teachers who have demonstrated an average of "effective" over a four year period. Peer mentors will receive a \$100 stipend towards classroom materials.

Quarterly

Teachers who demonstrate continued growth and a positive trajectory on benchmark assessments will be entered in a raffle to receive rewards such as; extra prep, gift cards, books for library, stipend for classroom materials, etc.

Ongoing-

Teachers who demonstrate effective strategies for implementing the instructional plan and continued students growth will be rewarded with positive feedback/shout outs on staff updates sent by the school leader, star teacher awards. A recognition dinner for staff and administration will be offered when removed from the PLA list and/or show notable progress in closing the gap to the state average.

Teachers and principals will also be offered the opportunity to attend state and local educational conferences that will support the vision of their school and the district. Nurturing and recognizing hard work and leadership of staff who positively impact student achievement and school culture supports staff retention and a positive work atmosphere. Cesar Chavez Academy Lower Elementary will focus on motivating teachers to improve instruction in all subject areas and take personal ownership in improving our school as a whole.

3B1-4

The process for identifying educators who have not positively contributed to increase student achievement is as follows.

Weekly-

Grade books are reviewed by the school leader and instructional coach for formative assessments (by standard) that support in driving instruction.

Monthly-

Pre/Post assessments are reviewed. Students are expected to obtain 85% mastery on post assessments. Eighty percent of the class is expected to pass assessment in order for teacher to move on to next skill. Teachers who are consistently below the 80% mark are a red flag.

Quarterly-

Benchmark assessments are administered and data is analyzed. Teachers who are not making positive gains or are making minimal positive gains towards end of the year goals have to reteach, readjust pacing and are placed on a professional improvement plan to support efforts in increasing student achievement.

End of the Year-

End of the year benchmark assessment are compiled and teachers are given a rating based on assessment rubric, teacher evaluation on instruction, and the instructional plan rubric. Teachers who have less than 70% of their students make at least one years growth will be rated ineffective for achievement. Instruction is rated separately, however, according to the teacher evaluation, a teacher who receives an

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ineffective on achievement can not receive higher than a minimally effective on their overall rating.

Teachers who have an overall rating of minimally effective will be placed on a professional improvement plan and will be placed on probation for 2 years with the possibility of termination after the second year if rating does not improve.

Teachers who have an overall rating of ineffective will be placed on a professional improvement plan and will be placed on probation for 3 years with the possibility of termination after the first year if a quick turn around is not evident (based on professional improvement plan).

Teachers who are identified as ineffective, minimally ineffective, or are not implementing the instructional program will be placed on a professional improvement plan (PIP) created by the teacher, instructional coach and school leader. The PIP will describe areas of strength, areas of weaknesses, strategies for improvement, measures to demonstrate improvement, a timeline for expected improvement and next steps. The PIP will also outline additional resources and supports provided to the teacher. The additional supports will include the following.

- Personal mentor- (lead teacher)
- Specific time scheduled with instructional coach for added support
- Opportunity to observe peers
- Added targeted professional development (if available)
- Modeling of lessons by instructional coach or lead teacher
- If available- Extra classroom support by HQ Aides to ensure Tier 1 is not compromised.

Teachers who are identified as ineffective, minimally ineffective, or are not implementing the instructional program will receive at least bi-weekly observations from the school leader, instructional coach or lead teacher. Each observation will be followed up with feedback detailing strengths, weaknesses and strategies for improvement. It is expected that the teacher follow through with improving their craft and put in practice recommendations. The PIP will be reviewed quarterly to ensure teacher is headed towards a trajectory of positive growth. Teachers who do not show a positive trend will meet monthly or as needed.

Teachers who are minimally ineffective on teacher evaluation for two years after the implementation of a PIP will be considered for termination. Teachers who are ineffective for 1 year and had a PIP in place for that year will be considered for termination.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

4A.1, 4.A.2

Cesar Chavez Academy Lower Elementary provides staff with ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and

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learning and have the capacity to successfully implement. The professional development is directly linked with the school's Big Ideas (Response to Intervention with differentiated instruction and curriculum alignment).

Professional development includes training of activities as outlined within the school improvement plan. The professional development implemented in 2015-2016 school year as part of our redesign/reform plan will include training in our high quality programs that have been adopted in our building as well as training in math instruction, differentiated instruction strategies, curriculum alignment, data analysis, and Response to Intervention (RtI). Participation in the ongoing PD will increase the will to engage in further professional learning, provide useful content to be applied in the classroom, a change in attitudes regarding new strategies and processes, and a newfound desire and commitment towards educating our students.

Professional learning will be provided to the staff to support the implementation of strategies to achieve these goals. This will be job-embedded to meet the specific needs of our students. We envision that we will continue to focus on and refine our use of data within our professional learning communities to strengthen our multi-tiered system of support. We will provide additional support for teachers in the area of differentiated instruction. We will continue to support high academic achievement through professional learning designed to promote a positive school culture that is responsive to all students' needs.

4A.3

Defining and designing effective professional learning expectations and opportunities for educators is vital to the effective classroom implementation of new knowledge, skills and strategies that lead to increased learning for students. Teachers will meet with the School Leader to establish yearly individual professional learning goals. These professional goals will be monitored throughout the year through informal and formal observations. Teachers are expected to participate in professional learning with a growth mindset. Teachers are also encouraged to seek outside professional development that is offered by the School Leader and Instructional Coach.

As a collaborative practice, teachers are expected to analyze student work on a daily basis as well as bi-weekly and quarterly. This may be done through guided and collaborative practices. Teachers' will also analyze class assessments, grade level assessment data, as well as school wide data. On-going meetings such as staff meetings, grade level meetings, and Professional Learning Communities sessions will be utilized to analyze and discuss the data. After the data has been analyzed, teachers will incorporate re-teaching practices of concepts that students' struggled with.

4A.4

Individual teacher support will be provided to teachers with less than 4 years of teaching experience through our mentoring program. The chief role of a mentor is offering support and practical advice to beginning teachers based on observation and discussion of the beginning teacher's professional experiences. Mentors will meet with their mentees monthly to discuss instructional strategies, challenges, and observations. Mentees will have multiple opportunities throughout the year to observe other teachers to gain new insight and support on instructional strategies, classroom management, and lesson activities. Mentors will help monitor the fidelity of school programs and professional learning strategies our school has adopted.

New teachers will also attend the New Teacher Academy that is provided by our management company. Each month new teachers will have professional development on key topics to improve student achievement.

The Instructional Coach will guide, teach, influence, and support all teachers in planning and delivering high quality instruction in the classroom through reflection, collaboration, and shared inquiry. Our Instructional Coach observes teachers, reviews lesson plans and other teacher-generated documents, and gives constructive feedback for improvement in a timely manner to improve teaching skills.

Other mechanisms for supporting individual teachers includes high quality professional activities that focus on teaching for learning and are aligned to the instructional program.

Those include:

- common planning time;
- informal walk through observations with immediate written feedback to acknowledge the positives as well as offer suggestions on areas of improvement;

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- monthly PLC activities supported by data dialogues;
- bi-monthly whole staff professional development activities;
- monthly mentor-mentee focused sessions
- quarterly learning opportunities where teachers observe one another to gain insight on new strategies or instructional practices they need support with.

Currently, during Professional Learning Communities, teachers meet twice a week to review authentic student work product, behavior and academic tier process, instructional strategies, and aligning grade level curriculum. In 2013-2014, PLC time was 40 minutes. PLC time has increased to 80 minutes a week during the 2014-2015 school year and the school leader is guiding the work of the teachers. The leader provides an agenda and models how a PLC is conducted. In 2015-2016, teachers will become the leaders of the group and will be held accountable for student work and discussing student data. Administrators will be cycling through every three weeks in order to help improve the quality of the data dialogue, improve the effectiveness of the meeting time and provide more specificity of the system. The basis for assessing the instructional impact of professional learning include: formative assessments, weekly PLC's, School Leader and Instructional Coach walkthroughs and formal observations, and data obtained from Instructional Learning Cycles (ILC). Professional learning surrounding the ILC process will be provided prior to piloting it during the 2013-2014 school year.

4A.5

The school's Professional Development calendar will be designed based on our Comprehensive Needs Assessment and the School Improvement Planning process from 2014-2015. The District's Professional Development calendar reflects in-service training and offerings to build teacher effectiveness across all content subjects for the 2015-2016 school year. Instructional staff is provided with upcoming professional development offerings they may attend to strengthen their craft. Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects. Teachers are provided time during staff meetings, grade level meetings, and Rtl to collaborate, plan and engage in data dialogues and professional development within and across grades and subjects.

4A.6

Professional Learning Communities (PLC) will be established in 2014-2015 to monitor the implementation and progress of student growth. The PLC will provide opportunities for staff to come together to analyze student work. Teachers will analyze student work during grade level meetings. After school wide benchmark assessments take place; meetings will be devoted to analyze data in math and reading. This process will be monitored through minutes of these meetings, teacher's lesson plans, and instructional walkthroughs in order to monitor the impact of professional learning on the instructional process connected through job embedded practices leading to student academic achievement.

Further analysis of student work will be addressed the following ways:

1. Scantron Performance Series Data: students will be assessed 3 times throughout the year. Teachers will use this data to reteach Common Core State Standards that have not been mastered, readjust groups in math and reading centers, and suggest students for after school tutoring.
2. Common grade level assessments will be administered for all content areas within each grade level. Staff will have dialogue during weekly grade level meetings, monthly school improvement meetings, and weekly Response to Intervention (Rtl) meetings to analyze and discuss data in order to improve scores.
3. School wide benchmark assessments: Phonics, Phonemic Awareness, Dolch Sight Words, Writing, DIBELS, and Running Records will be administered three times a year. Data will be entered into Google Drive to be analyzed during Rtl meetings. Reading groups will be altered based on these assessment scores to allow for direct instruction on specific skills students are not proficient in.
4. Progress Monitoring in Reading and Math

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4A.7

On-going monitoring of professional learning instructional practices will take place to ensure that staff is implementing programs, professional development strategies learned, and best practices with fidelity. The School Leader and Instructional Coach will conduct walk-throughs several times a week using district walk-through tools. This walk-through tool is aligned with the teacher evaluation tool. The walk-through tool helps to turn informal observations into meaningful opportunities for coaching teachers to higher levels of performance, guiding staff professional development, and school improvement initiatives. Teachers will receive immediate feedback regarding the walk-through observation with suggestions on strategies to improve in the area of concern. Using the established calendar the School Leader, Instructional Coach, and Curriculum Director will use staff meetings as professional learning sessions for components for improvement. Surveys will be developed to identify the focus of future professional development and Cesar Chavez Academy will continue to utilize the use of the MDE Program Evaluation Tool to monitor the effectiveness of school wide programs.

Throughout weekly grade level co-plans the Instructional Coach will discuss the professional development

This research based professional developmental tool helps to turn walkthroughs into meaningful opportunities for coaching teachers to higher levels of performance, guiding staff professional development and school improvement initiatives. Using the established calendar the Principal, Assistant Principal and Instructional Coach will use staff meetings as professional learning sessions for components for improvement. Surveys will be developed to identify the focus of future professional development. The school will continue to utilize the use of the MDE Program Evaluation Tool.

4A.8

Monitoring the impact of professional learning on instructional practice will be done as follows:

- weekly walk through observations by the instructional coach and school leader.
- Evidence within lesson plans to show that professional development strategies are being implemented.
- Staff surveys from instructional staff on the effectiveness of PD practices they have learned.
- End of the year evaluations where teachers demonstrate that 70 % or more students have made at least one year's growth.

4A.9

Our instructional program is centered on curriculum maps to ensure all Common Core State Standards and Grade Level Content Expectations are being taught and curriculum is aligned within each grade level.

Our big ideas are:

- differentiated instruction
- Response to Intervention
- curriculum alignment will be embedded throughout our instructional program.

Daily walkthroughs will allow the school leader and instructional coach to monitor classroom instruction, RTI implementation, and identify, at a glance, that the Common Core Standards being taught and that both instruction and assessments are aligned across the grade level.

The Instructional Coach will monitor by reviewing lesson plans on a weekly basis and providing feedback to teachers to support DI, instructional strategies, student engagement, and checking for understanding.

The instructional coach and school leader will also monitor that summative common assessments are being administered within each grade level and analyzed within the grade level teams. Agendas and meeting minutes with signatures will be provided for evidence.

Teachers will meet during common planning times, grade level co-planning, or at a designated time following completion of the instructional school day. They will engage in inquiry, ongoing discussions, generate targeted measurable goals, and development of data-informed

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improvement ideas, which will help to improve the culture, climate, and level of student achievement.

Professional development on Differentiated Instruction will be provided in the 2014-2015 school year to all staff. Tentative date for this PD is scheduled on February 13, 2015.

Each year DI strategies will be discussed during grade level meetings with the instructional coach and teachers. Continued in-house PD will be provided throughout each year on the RtI process established in our building.

Curriculum programs and resources our staff has to support our instructional program are as follows:

My Math:

All staff will receive ongoing training in the My Math program that has been adopted in K-5 to provide curriculum alignment throughout the two elementary buildings. This program provides horizontal alignment and is aligned with Common Core Standards. My Math provides lessons and student work that is leveled to meet the diverse needs of our students. This program provides differentiated instruction strategies to support teachers in Tier I (whole group) instruction as well as strategies to support Tier II and Tier III interventions. Further training in the My Math program will be scheduled throughout the 2014-2015 school year.

Curriculum Crafter:

The District has adopted and implemented Curriculum Crafter to support planning and instruction. This web-based tool provides a District-wide viable curriculum K-12, aligned with the Common Core Standards. It houses lesson plans, assessments, best practices, and resources for teachers to use when planning their lessons. Grade level teachers use Curriculum Crafter to establish common summative assessments to use for their grade level. The Instructional Coach provides training at the beginning of the year to new staff on how to use this web-based tool to support planning and instruction.

SIOP (Sheltered Instruction Observation Protocol):

To support Tier I and Tier II interventions for English Language Learners, initial professional development will be provided throughout the 2015-2016 school year for new staff members, and continuing professional development on SIOP will occur for returning staff. This training provides strategies for staff to use with English Language Learners in the classroom and monitoring of implementation to determine support for individual teachers. Staff have/will receive key information on how to provide sheltered instruction. In training, staff will learn the eight components of SIOP. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. Building leaders and ESL coach will monitor the fidelity of classroom implementation of SIOP instructional strategies to determine the level of support needed by individual teachers to ensure maximize learning of our English Language Learners.

Scantron Performance Series:

This series provides District-wide assessments with continuity and alignment with Common Core State Standards. It is user friendly and provides immediate results. Teachers received training at the beginning of the school year with continued training throughout the school year, using current student data to inform instructional practice. This assessment tool will allow teachers to identify relative strengths and weaknesses for individual students through Suggested Learning Objectives. Teachers can share results with students for reflection and goal setting, understand measures of growth and track student progress. The assessment results will be used for evaluating achievement and identifying learning gaps in various subgroups.

Cesar Chavez Academy Lower Elementary integrates the Houghton Mifflin Reading program, Making Meaning program, and Phonics First

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for reading instruction. The returning staff , instructional coach, as well as the school leader, have provided support to our new staff in use of these materials. Cesar Chavez Academy sends new staff to Wayne RESA for a three day Phonics First training. We provide the resources/materials needed to implement this program into the classroom effectively. Classroom teachers and reading interventionists have also put a heavier emphasis on informational text within their instruction to support the Common Core State Standards. Administration as well as the instructional coach will provide support to teachers to ensure the fidelity of the reading program through walkthroughs, formal observations, and modeling best practices.

MC3- Social Studies-

The MC3 Curriculum was created by several ISDs and RESAs to assist local school districts in implementing the social studies content expectations. This resource provides high quality literacy curriculum materials for free through its website.

Scott Foresman Science program-

Teachers infuse science instruction within their reading block and this science program provides inquiry-rich content with cross-curricular connections that link reading and science skills in every chapter. This science program is a resource for teachers to use to instruct science GLCE's while integrating literacy.

Science A-Z-

Science A-Z provides differentiated science instruction to meet the needs of our diverse learners through comprehensive science units with three reading levels at each grade range. This resource integrates science instruction and literacy and meets state and national science standards.

RAZ Kids

CCA Teachers use RAZ Kids to both motivate and monitor students' progress. This program allows access to hundreds of e books using the school subscription. Students can listen to, and record themselves reading these books both at school and at home. Reading comprehension quizzes show the progress the students are making.

Renaissance Learning-Accelerated Reader

Process monitoring software that offers reading practice to motivate and accelerate student reading progress. Class progress is recorded by Title One Teacher and monthly awards are given for reaching goals.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5a.1, 5a.2, 5a.3

Cesar Chavez Academy's recruitment strategy includes a team of district and school administrators, our Community Liaison, and lead teachers participating in a number of universities within the state for their annual teacher fair events. At these events a recruitment team will meet with a number of potential candidates who are seeking teaching positions, and collect the resumes of all candidates with whom they meet. All prospective employees are informed that the open positions at our building are posted on our management company's website,

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www.leonagroup.com, and to check this website often as historically, positions fill quickly. Prospective candidates will also utilize the website to email their resume, application, etc. The process followed upon returning to CCA includes a thorough review of the resumes, and identifying candidates that meet the needs of the students. Selection is based on content area specialization (focusing on content areas that are among the lowest performing in the school), years of experience with English Language Learners, experience in an urban setting, working with students living in poverty, as well as experience with instructional program resources, assessments, software, and strategies utilized at Cesar Chavez Academy. Once the pool of candidates has been identified, our office manager contacts the selected candidates to schedule an interview. The school leader, instructional coach, lead teachers, and union representative who are a part of the interview panel, make their recommendation, once all of the interviews have been completed. These top candidates will then be asked for a second interview, and be asked to teach a lesson to some of our students. This demonstration of teaching a lesson will give the interview team a better picture of the candidates teaching potentials and instructional strategies they already possess. The interview team will also be looking for strategies to support ELL's, classroom management strategies, and student engagement strategies. The interview process allows us to match candidates to the vision and mission of our school and district, with a subsequent reference check. If the recommendation meets the approval of the school leader, instructional coach, and district curriculum director, the identified candidate is then contacted and presented with a job offer. In order to meet the needs of our students, CCA administration will redeploy existing staff if it is necessary to improve student performance. New staff will be assigned based on their qualifications and experience as identified in the interview process.

5b.1

In order to retain staff members within the school long-term, CCA administration has discussed a number of strategies. Some of these strategies have already been implemented, while others are still in their developmental phases. The strategies are as follows: through a partnership with Saginaw Valley State University (the authorizer of Cesar Chavez Academies), Cesar Chavez Academy is able to offer a 50% tuition reimbursement program to all teachers of the district who wish to continue their education through a SVSU graduate program. This program provides financial assistance to staff members who have ambitions of pursuing a graduate level degree in school administration, or teaching in either special education or a content area. In order to improve the climate and culture throughout the building, we have instituted a number of staff recognition programs and activities that include kudos to staff on newsletters, positive notes from administration to staff throughout the year, monthly treats for staff in the teachers' lounge, staff appreciation week, staff appreciation breakfast, compliment wall, and starting staff meetings with positive affirmations about other staff members.

Other incentives or resources CCA has to retain teachers is the amount of technology resources our teachers have to use to support instruction. All teachers are assigned with a laptop, and an iPad to use for planning purposes and to support with instruction. Each classroom is equipped with a Promethean Board, four desktop computers, wireless listening center, amplification system that includes a microphone necklace for teachers to use during instruction. Our building has two laptop carts with 25 laptops on each cart. Teachers can check out the cart to use with their class. Each classroom has 5 Tag Reader pens and there is a cabinet for teachers to check out Tag Reader books to use with the Tag Pens to support students in reading. Teachers also have NEO laptops to use for Math Fact practice, and for Accelerated Reader quizzes. We have a cabinet full of audio books for teachers to check out to use during listening center time, and an abundance of resource cabinets dedicated to support ELA, Math, and ELL's during small group or independent practice. Teachers have access to a laminator machine, poster maker, Plotter, and Dye Cut machine.

Other incentives to retain teachers include Lead Teacher opportunities that will begin in the 2015-2016 school year. Recognition of teachers at board meetings for academic achievement and going above and beyond their job expectations. We also provide opportunities for teachers to choose professional development that will support them in improving their craft of teaching as well as pay for them to attend the professional development. A bonus rubric that will be established through collective bargaining will be used to distribute bonuses based on academic achievement, collaboration, and school wide initiatives. Also going through the collective bargaining process is the implementation of merit based raises which will also include student performance.

5B.2

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The criteria for retaining teachers is based on individual teacher performance. Teachers whose overall rating is highly effective will have the opportunity to apply for lead teacher roles. Lead teachers are also compensated with \$2000 each year for their additional responsibilities. Highly effective teachers will also receive bonuses and raises accordingly at the beginning of their contract date. Effective teachers will also receive merit raises and bonuses as established by collective bargaining.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

6A--The School Improvement team used a variety of measures to address the academic performance and understand the priority school designation and drive the decision to choose an instructional program most appropriate for improving student performance in math and reading. The following is a description of our findings that support the implementation of Response to Intervention in math, the continued implementation of Response to Intervention in Reading, Differentiated Instruction, and Curriculum Alignment

Accountability Scorecard-

According to our accountability scorecard, Math has been an area of weakness for Cesar Chavez Academy Lower Elementary based on scores from the statewide Math MEAP assessment. While we have made a 2% increase in proficiency over the last two years we have not been able to meet our Proficiency target over the last 3 years. Our proficiency target for the 2013/14 school year was 44.17%. This year we missed our proficiency target by 11.96% with only 32.21% of our students scoring proficient. The following results are the subgroup results for the 2013/14 school year; Hispanic or Latino - 31.58%, Economically Disadvantaged 31.69%, and English Language Learners at 28.46%; which showed a 12.62% increase when compared to the 2012/13 data, However, it continues to remain lower than the other subgroups. When disaggregating data by gender we do not show a large discrepancy among males and females with females at 13% proficient and males at 9% proficient. This has been a consistent trend among the last two years. While we have shown progress in the above mentioned subgroups we have not met our proficiency targets in any of our subgroups for the past 3 years.

Our scorecard data also shows that we have not demonstrated increased Math proficiency in students who fall in the bottom 30%. Over the last 3 years our data shows that 0% of our bottom 30% have made gains towards proficiency. This data affirms our need to establish Response to Intervention in Math to increase data driven instruction as well as Differentiated Instruction to support diverse learners.

Students with disabilities has not been included because it does not qualify as a subgroup.

According to our accountability scorecard reading has been an area of strength for Cesar Chavez Academy Lower Elementary (CCALE). CCALE has met and exceeded MEAP proficiency targets in Reading for the past 3 years when looking at the "all students" data. This year, we exceeded our Reading target of 50.52 by 15.92 points with 66.44% of our students testing proficient. For the last 3 years we have met SY 2014-2015

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and exceeded our proficiency targets in the following subgroups, Hispanic or Latino at 64.66%, Economically Disadvantaged at 65.49%, and English Language Learners at 62.60%. English Language Learners made up 83% of our testing population during the 2013/14 school years and has shown a 10.12% increase in proficiency over the last 2 years; however, ELL proficiency remains lower than the other subgroups. The data also shows that students who are falling in the "Provisional Proficient" category has increased by 7%; which may be an indicator that the Response to Intervention program that we have in place for Reading is having a positive impact on student achievement. Although we are surpassing our proficiency targets in reading we will continue our commitment to increasing proficiency in reading; our instructional program will address continued Response to Intervention implementation in reading as well as differentiated instruction.

Our scorecard data also shows that we have not demonstrated increased proficiency in students who fall in the bottom 30%. Over the last 3 years our data shows that 0% of our bottom 30% have made gains towards Reading proficiency. This will be a factor that we will need to address with other school wide data. This data affirms our need to review our Response to Intervention program in Reading and ensure it is being implemented with fidelity as well as Differentiated Instruction to support diverse learners.

Students with disabilities have not been included because it does not qualify as a subgroup.

MEAP FAY data- The following is the trend data for FAY students on "true" proficiency measures versus "provisional proficiency."

3rd grade

Our data shows a 30% increase in 3rd grade testing population over the last 3 years. This is due to a district expansion which expanded our campus from one K-5 building to two buildings; Cesar Chavez Academy Lower Elementary K-2 and Cesar Chavez Academy Upper Elementary 3-5. The chart also shows that despite the increase in student population reading proficiency scores have not been as negatively impacted as math proficiency scores. While reading has shown a slight decline in "true" proficiency over the last two years (4%), students who are partially proficient has increased by 9%; an indicator that RtI is having a positive effect on Tier 2 and Tier 3 instruction. Math scores however, show a large dip from 2011 to 2012 and a slight increase in 2013. This data may be an indicator that not only did the increase in testing population negatively impact our proficiency scores but that there was a break down in our Tier 1 instruction and a need for Tiered Instruction in Math (Response to Intervention).

In response to the increase of 75 students at each grade level, our school was faced with hiring three additional classroom teachers per grade level. The need for new teachers to have increased professional development and an orientation to our programs will also be addressed in our plan.

While our MEAP scores are low in all Domains, our scores reflect a 3 year trend in which students perform far below expectation in Addition, Subtraction Fluency and Geometric Shapes.

Scantron Data-

Our Math Scantron data for the 2013/14 school year shows that 34% of 2nd grade students are performing at the High Average and Above Average level, 34% are performing at Low Average, and 32% are Below Average. Our areas of weakness according to Scantron were Numbers and Operations, Data Analysis, and Measurement.

School Wide Post Math assessments (based on 2nd grade MyMath common assessments) showed that 49% of our students met the end of the year target of 85% proficiency. The data gathered was not skill specific so we were unable to identify specific deficit skills. This will be

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an area that we will address within our Response to Intervention Plan and the need to have well-structured data dialogues sessions throughout grade levels.

The information gathered through the various data points initiated a curriculum audit in math which teachers and administration reviewed curriculum maps by tracking standards taught through a standards check off list and identifying when and how long standards were being addressed throughout the school year. During this review we found the following: shapes were being reviewed at the surface level, addition and subtraction facts were not being taught to mastery in any grade level, common vocabulary/academic vocabulary was not consistent throughout grade levels, common summative assessments were not consistent among grade levels, teachers were not proficient at deciphering the Common Core State Standards and standard expectations varied amongst teachers. These findings along with our low test scores have prompted the need for curriculum alignment to be part of our instructional program.

6B--Cesar Chavez Academy Lower Elementary will incorporate the following strategies to reflect the Big Ideas of our instructional program: Response to Intervention (RtI) and Tier I curriculum alignment.

Response to Intervention (RtI) is based on research, relevant data, and outcomes of data dialogues. This program will be implemented with fidelity.

1. During RtI, grade levels will meet with their respective teams, with the RtI Facilitator and School Leader to analyze data collected through summative and formative assessments and informal observations. Students will be placed into tiers (I-III) based on their academic abilities. Students who have been identified as Tier III will be progress monitored weekly on their established goals and goal specific interventions will be identified. This will improve our monitoring processes for students in all RtI tiers. After 8 weeks, the students will be re-evaluated and new goals will be established, if necessary, or placed into a Tier II group.

As an extension to RTI staff will begin engage in Instructional Learning Cycles. The process will require staff to review summative assessments in math, analyze classroom and grade level data, look for strengths and weaknesses within grade level and classroom and identify best practices and instructional practices to support the reteaching of targeted skills. This process will begin with first grade and will extend to K-2 by the end of the 2015-2016 school year for reading and math.

Differentiated instruction will be a component of RtI to support differentiation throughout the Tiers. Teachers will differentiate content, process and expected product throughout all Tiers. Students will also engage in skill based center activities and skill based intervention groups that will aide in differentiating content based on student need.

2. Our school has six highly-qualified support staff members, who assist students in reading and math Tier II and Tier III interventions. We will hire two additional highly-qualified staff members and a certified teacher with an endorsement in Mathematics. The teacher with the math endorsement will serve as a Math Coach and math interventionist in the building.

3. Behavior will be closely monitored through our PBIS program; a part of our RtI process. Teachers will record students' daily behavior and submit to the school social worker at the end of each month. Data will be collected to monitor students who have exhibited behavior problems and determine whether they are a candidate for Check In/Check Out. Check In/Check Out is a program implemented in our building for students who have exhibited behavior/emotional problems in the classroom for an extended time period. Students involved in this program will have a quick meeting with a certified staff member to discuss daily goals and review coping skills. Data will be collected weekly by the school social worker, to monitor the student's progress toward established behavior goals. Data is reviewed monthly by the PBIS team to determine whether current interventions are successful. Students who have shown improvement towards established goals will be exited from the program.

The following includes our specific teaching and learning strategies (Tier I) for school-wide implementation:

1. CCA will increase scheduled allotted time during math instructional blocks. Students in grades Kindergarten through 2nd grade will participate in scheduled math activities and/or instruction for 60-80 minutes daily, depending on grade level. During these math blocks, the final 30 minutes will be supported by a math interventionist, who will help support the teacher with Tier II or III guidance and support based

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on data collected from Common Core aligned pre- and post-grade level common assessments.

2. CCA will also increase the Tier I Reading block by 30 minutes in all grade levels. This will provide the students with 120 minutes of reading instruction daily. Students will also participate in 30-40 minutes of data driven Tier II/III interventions.

3. Test taking strategies will be primary focus in all classrooms. Rigor in the classroom will be increased by requiring students to show their work. They will understand the importance of being able to explain the process of how they arrived at their given answer, and read problems closely for key words and specific instructions.

4. Common grade level assessments aligned with the CCSS will be given in all k-2 classrooms. Data will be collected by classroom teachers and recorded to demonstrate understanding of the CCSS. Data will be reviewed during RtI meetings in order for teachers to collaborate and discuss teaching strategies that helped students become proficient or show growth towards proficiency in standards.

5. Teachers will work collaboratively to create a list of specific academic vocabulary in math and reading. The academic vocabulary will be explicitly taught using various activities (gestures, 4-block Frayer model, visuals, etc.).

6. Grade level exit skills mastery lists will be created by staff to ensure specific standards are taught to mastery and other skills are introduced to provide foundational skills for future learning experiences. Vertical alignment will be established in all curricular areas.

7. Teachers will review skills taught in the previous Math and Reading lesson prior to beginning the new lesson to reinforce curriculum.

The Bellringer program has been purchased for grades 1-2 for Reading and Math. This program exposes students to the language arts common core standard for their grade. These bellringers are short 5-minute quizzes/lessons and include an example (with the correct answer) that will walk students through each standard and help students understand the type of question tested under it.

Reading focus walls are implemented in all classrooms. These focus walls include all of the skills that are being taught for the week/unit of study. The weekly focus skills include: comprehension skills and strategies, words of the week, phonics skills, and vocabulary.

CCA will align curriculum with career and college ready standards by establishing systems and processes to improve instruction. Using data collected from summative and formative assessments, including MEAP, Scantron, summative and formative assessments, teachers will determine skill deficits exhibited by the students. Through discussions at weekly grade level co-plan meetings and examination of the Common Core Standards and Strategies, teachers will work together to create Exit Skills necessary at the end of each grade level. The administration of Exit Skill assessments will be monitored through CCSS and grade level aligned curriculum map checklists. This will instill students with a stronger set of foundational skills as they enter the next grade level.

The plan to track adult implementation of the instructional program entails:

1. Walk-through observations: Administration will conduct formal and informal classroom walk-throughs. Formal walk-throughs occur at least 3 times per year. After each formal walk-through, the school leader will meet with staff member to discuss strengths and weaknesses observed. Informal walk-throughs will occur more regularly with periodic feedback.

2. Lesson plan rubric: Lesson plans are submitted by all teaching staff prior to the start of the school week. The Instructional Coach verifies that lesson plans have been submitted and will use a 5-point rubric to assess each category (i.e.; standards aligned to maps, review activity included for ELA and Math, Activities, Best Practices, Checking for Understanding, Vocabulary, and Differentiated Instruction strategies).

3. Standards taught checklist: Classroom teachers are required to track which standards have been taught and indicate the date of implementation. Administration will collect these checklists periodically to ensure all grade-level specific standards have been taught.

4. Progress monitoring data input: All Tier II and Tier III will be progress monitored bi-monthly on established goals to assess progress towards these goals.

5. Data input: Phonemic Awareness, Phonics, Reading level progress, DIBELS scores, and sight word recognition data will be collected and input into Google Docs. Access to this data will be shared with all support staff.

6. PowerSchool Gradebook will be utilized by all classroom teachers. Summative and formative assessments will be administered to assess progress towards standards taught. Scores will be input into the electronic gradebook for report card purposes.

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Implementation timeline- 3 year timeline

ASAP

Hire two highly qualified support staff members

Hire a certified teacher with Mathematics endorsement to serve as Math Coach and Interventionist

- Hire a certified teacher as a Response to Intervention Facilitator/Data Coach

Resources/Staff Responsible: School Leader, Interview Team, Wayne RESA website, jobs fairs

Sept. 2014

Employ six highly qualified support staff members

Increase scheduled time allotted for math

Document students' daily behavior in monthly logs

Support during math block for Tier II and Tier III

Increase reading block by 30 minutes

Implement Tier II and Tier III Reading interventions

Begin creating common summative assessments aligned with the CCSS- activity to be continued throughout the school year

Review skills implemented in math and ELA

Reading Focus Wall implemented

Lesson plan rubric implemented

CCSS standards taught checklist utilized

Update Google Drive Data/Analyze Data to modify classroom instruction and interventions- activity to be continued through the school year

Resources/Staff Responsible;

- School Leader,

Instructional Coach

Classroom Teachers

Highly-Qualified Interventionists

Classroom Teachers

Highly-qualified staff and interventionists

Wayne RESA website

Oct. 2014

Identify students for Tier II and Tier III math support

Progress monitoring for Tier II and Tier III in math/reading and data dialogues begin

Review behavior logs and identify students for Check In/Check Out program

Utilize Power School grade book to gather data for Instructional Learning Cycles- 1st grade pilot

Resources/Staff Responsible

School Leader

Instructional Coach

Classroom Teachers

Highly-Qualified Interventionists

Rtl Team

PBIS Team

School Social Worker

Nov. 2014

Create academic vocabulary list by curricular area and grade level (Begin process) to be complete by end of 2014-2015 school year

SY 2014-2015

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Analyze CCSS and dissect meaning (Begin process) to be complete by end of 2014-2015 school year

Begin piloting instructional learning cycles in first grade math

Resources/Staff Responsible

School Leader

Instructional Coach

Classroom Teachers

Jan. 2015

Introduce test taking strategies

Create grade level exit skills mastery list

Resources/Staff Responsible

School Leader

Instructional Coach

Classroom Teachers

February 2015

- Observe trend data from Scantron/Study Island testing k-2 and adjust curriculum maps and best practices accordingly

- Review Instructional Learning Cycles format and complete implementation guide to be shared with 2nd grade.

Resources/Staff Responsible

- School Leader

- Instructional Coach

- Classroom Teachers

- Data Coach

March 2015

Begin piloting instructional learning cycles in second grade math

Resources/Staff Responsible

- School Leader

- Instructional Coach

- Classroom Teachers

- Data Coach

April 2015

- Complete Program Evaluation on Tier 1- Math

Resources/Staff Responsible

- School Leader

- Instructional Coach

- Classroom Teachers

- Data Coach

June 2015

- Analyze end of the year data to modify curriculum as needed

- Review and modify exit skills mastery lists k-2 based on data and observations- 2nd grade exit skill assessment based on completing tasks

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- Revisit and adjust academic vocabulary lists k-2 in all curricular areas based on teacher feedback

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers
- Data Coach

July/August 2015

- Modify/Update/Enhance Curriculum Maps

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers

September 2015

Document students' daily behavior in monthly logs

Support during math block for Tier II and Tier III

Implement Tier II and Tier III Reading interventions

Revise as needed common summative assessments- activity to be continued throughout the school year

Review skills implemented in math and ELA interventions

Update Google Drive Data/Analyze Data to modify classroom instruction and interventions- activity to be continued through the school year

Resources/Staff Responsible;

- School Leader
- Instructional Coach
- Classroom Teachers
- Highly-Qualified Interventionists
- Classroom Teachers
- Highly-qualified staff and interventionists
- Wayne RESA website

- Begin piloting instructional learning cycles in kinder math

- Begin piloting instructional learning cycles in 1st grade reading

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers
- Data Coach

December 2015

- Begin piloting instructional learning cycles in 2nd grade reading

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers
- Data Coach

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February 2016

- Observe trend data from Scantron/Study Island testing k-2 and adjust curriculum maps and best practices accordingly

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom teachers
- Rtl team
- RVP Curriculum Director

Begin piloting instructional learning cycles in Kinder reading

Resources/Staff Responsible

School Leader

Instructional Coach

Classroom Teachers

- Data Coach

April 2016

- Complete Program Evaluation for reading and math Tier 1 or as required by MDE

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers
- Data Coach

June 2016

- Analyze end of the year data to modify curriculum as needed
- Review and modify exit skills mastery lists k-2 based on data and observations
- Revisit and adjust academic vocabulary lists k-2 in all curricular areas based on teacher feedback

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers
- Data Coach

July/August 2016

- Modify/Update/Enhance Curriculum Maps as needed

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers

September 2016

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- Fully implement Instructional Learning Cycles in reading and math at the k-2 level.
- Document students' daily behavior in monthly logs
- Support during math block for Tier II and Tier III
- Implement Tier II and Tier III Reading interventions
- Revise as needed common summative assessments- activity to be continued throughout the school year
- Review skills implemented in math and ELA interventions
- Update Google Drive Data/Analyze Data to modify classroom instruction and interventions- activity to be continued throughout the school year

Resources/Staff Responsible:

- School Leader
- Instructional Coach
- Classroom teachers

February 2017

- Observe trend data from Scantron/Study Island testing k-2 and adjust curriculum maps and best practices accordingly

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom teachers
- Rtl team
- RVP
- Curriculum Director

April 2017

- Complete Program Evaluation on ELA and reading Interventions or as required by MDE

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers
- Data Coach

June 2017

- Analyze end of the year data to modify curriculum as needed
- Review and modify exit skills mastery lists k-2 based on data and observations
- Revisit and adjust academic vocabulary lists k-2 in all curricular areas based on teacher feedback

Resources/Staff Responsible

- School Leader
- Instructional Coach
- Classroom Teachers

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- Data Coach

July/August 2017

- Modify/Update/Enhance Curriculum Maps as needed

Resources/Staff Responsible

- School Leader

- Instructional Coach

- Classroom Teachers

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Narrative: César Chávez Academy District revised our Curriculum Management Plan to include a Balanced Assessment System to ensure quality control of the curriculum, instructional and assessment process. Instead of leaving the academic performance of students to chance, a comprehensive plan recognizes that student learning is a result of a well-planned series of formative and summative assessment data. Thus board policies, district level guidelines, and procedures were developed to create the expectation for a well-articulated curriculum maps and pacing guides, lesson plans, instructional strategies that are supported by best practices and assessments aligned to the Common Core State Standards.

7a Expectations for curriculum, instruction and assessment are clearly articulated in CCA's District Assessment timeline, Staff Handbook and Professional Development calendar which outline pre-assigned dates for data review.

Weekly - The school leader, instructional coach and teachers are expected to meet weekly for RtI meeting /Data dialogues to discuss students' progress toward standards that have been identified as areas of improvement. Data is shared on Google drive and collected from Power School. Data gathered during this time supports teachers with feedback to drive daily instruction and the modification of Tiered interventions.

Bi-Weekly - The school leader, instructional coach, teachers and interventionist / Title I teachers meet bi-weekly during RtI to review data from progress monitoring tools. Students making positive gains are continued on intervention course. Students making minimal progress after a 6-8 week cycle will be reviewed for an adjustment of the intervention. Students who continue to make little to minimal growth after three intervention cycles will be reviewed further for possible going through the Special Education evaluation process.

Monthly- The school leader, instructional coach and teachers meet during co-plans and staff meetings designated for curriculum alignment to analyze summative assessment data for the purpose of modifying maps/pacing guides and lesson plans.

Beginning in the winter of 2014-2015 school year, first grade teachers will engage in piloting "Instructional Learning Cycles" for math. Meetings will be held monthly after school from 3:40pm-5:00pm. Staff will review summative assessments in math and engage in analyzing grade level and classroom data. Staff will identify areas of strength and weakness throughout the grade level as well as individual classes. Teachers will then engage in creating a plan for addressing areas of need that will include specific strategies, a timeline for implementation and reassessment. A plan for readjusting the pacing of standards will also be addressed during this time.

During the spring of the 2014-15 school year, the Instructional Learning Cycle will be implemented for second grade math.

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It is expected that by the 2015-2016 school year all grades will participate in Instructional Learning Cycles in math and the school will move into Instructional Learning Cycles for reading.

It is expected that by the 2016-2017 school year all grades will be participating in Instructional Learning Cycles for math and reading.

Quarterly- The school leader, instructional coach, teachers, and support staff meet during Professional Development days and curriculum nights to analyze school wide benchmark assessments to support with adjusting the pacing of the curriculum, reteaching of deficit skills, and for identifying school improvement needs.

7b Data is used to support Tier I and Tier II instruction by reviewing individualized scores that are pulled from WIDA, Scantron, DRA , DIBELS, Progress Monitoring tools, to determine the learning path for each student. Each data point defines the student's position toward mastery. Using the WIDA screener, Scantron and Progress monitoring data, teacher's will Differentiate instruction by providing students with tasks that support their academic ability. Students may be assigned to centers that support their academic ability. Teachers may also modify the instructional content, process or expected product to better meet student's needs. Students identified as Tier II or Tier III are also provided with additional support from our HQ support staff during reading and/or math "Interventions."

7c Data analysis- School wide assessments, common grade level pre and post assessments, and Diagnostic assessments support in identifying standards/skills students struggle to master. Through the Rtl process, Differentiated Instruction and SIOP students in the various Tiers receive multiple layers of support.

Scantron

The Scantron performance Series is a computer-adaptive test that gives the proficiency level of students that correspond with the State and National standards.

Bell ringers aligned to the Common Core State Standards are posted and reviewed daily. It is expected that they are done during the first 10 minutes of class. Bell Ringers will be implemented in 1st and 2nd grade for ELA and math.

Running Records assess a student's reading performance as she/he reads from a benchmark book. Benchmark books are books selected for running record assessment purposes. A running record form, with text from the book printed on the form, accompanies each of the benchmark books.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment. The DIBELS comprise a developmental sequence of one-minute measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use. The measures assess phonological awareness, the alphabetic principle, accuracy and fluency in reading text, vocabulary and comprehension (Kaminski, & Good, 2009).

Phonics Screeners/Phonemic Awareness Screeners support staff in identifying deficiency in foundational skills. Screeners are administered quarterly and support in providing data to drive whole group instruction as well as individual academic support.

Pre/Post Math Assessments- Math Pre and Post assessments are administered at each Unit. Teachers utilize data to support with identifying areas of need and to support effective instructional practice

EasyCBM- EasyCBM probes have been identified to support with progress monitoring in math. Probes are administered weekly for students identified in Tier III and bi-weekly for students identified in Tier II.

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PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A .1

CCALE has increased time for core academic subjects. The K-2 student schedule has been re-designed to increase time for core academic subjects. Prior to this plan, core subject time was interrupted by lunch, specials, recess, etc. The amount of transition time throughout the day has been decreased, allowing for longer allocated blocks of instruction. Intervention blocks were held four times a week and are now five times a week.

8A.2

Kindergarten has created an uninterrupted 120 minute Reading block five days per week. In addition, we have implemented a 50 minute Reading tiered intervention time. Five minutes have also been added to Math instruction for a total of 60 uninterrupted minutes. First Grade at CCALE has a 115 minute Reading block five days per week. We have also kept a 30 minute block that is dedicated to Tiered Instruction in reading. Math time has been increased by 10 minutes per day, thus a total of 75 minutes per day. Thirty minutes are whole group instruction, 30 minutes are tiered interventions based on individual student needs (Tier 3 delivered by certified teacher), 15 minutes are devoted to math skills drills.

Second Grade has added 10 minutes daily to their Reading block and now has 130 minutes of uninterrupted instruction, five days per week. There is also an additional 40 minute block for Tiered Instruction and Enrichment in reading. During this time, students will be placed in one of three classrooms based on their reading abilities, needs and strengths based on the RtI process and current assessment data. Students who are at risk will work in small groups with a teacher student ratio of 1:4. Students identified "at risk" will work on targeted skills with certified teachers and HQ Aides who are trained on instructional programs. Students performing near or at grade level will receive support with a teacher student ratio of 1:5. These students will work on reinforcing current content being covered in classroom to support with retention and understanding. Students performing above grade level will participate in whole group enrichment activities such as literature circles, readers theater, comprehension strategies, and writing. The amount of time added to Math is 20 minutes per day for a total of 55 minutes. In addition, a tiered intervention schedule has been redesigned so that first and second grade classrooms have at least one HQ staff member to push in for additional support or Tier 2/3 interventions.

8A.3

The above mentioned schedule changes will lead to increased student achievement in the following ways: Longer instructional blocks in reading and math allow more time for high-quality instruction, focused instruction, flexibility to engage students in more cooperative learning
SY 2014-2015

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and using time efficiently. Separating Response to Intervention (Tiered Instruction) support from core instruction also ensures that students are not being pulled during a time of the day that core instruction will be missed. Research shows that students need at least 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development. We will also hire a highly-qualified Math Coach/Interventionist to collaborate with all classroom teachers on strategies to use during Tier 1 instruction. In addition, the Math Coach will support in the classroom for Tier 3 intervention, providing additional time and repeated direct instruction on deficit skills.

8B.1, 8B.2

The school has identified the need for enrichment and therefore has increased tiered instruction (through the implementation of reading and math interventions) and is implementing after-school clubs which take place throughout the school year, in the content areas of reading, math, writing, and ESL support.

To increase enrichment during the school day to benefit all students in reading each grade level increased Tiered instruction (interventions) from 4 days a week to 5 days a week for 30-40 minutes each day. The Tiered instruction focuses on skills students are deficient in as well as current skills that are being taught within whole group instruction. During this time, students will be placed in one of three classrooms based on their reading abilities, needs and strengths based on the RTI process and current assessment data. Students identified as "at risk" will work in small groups with a teacher student ratio of 1:4. These students will work on targeted skills with certified teachers and Highly Qualified Aides who are trained on instructional programs. Students performing near or at grade level will receive support from teachers with a ratio of 1:5. These students will work on reinforcing current content being covered in classroom to support with retention and understanding. Students performing above grade level will participate in whole group enrichment activities such as literature circles, Readers Theater, comprehension strategies, and writing. The math block has been increased to support "push-in" from support staff for 30 minutes 5 days a week in 1st and 2nd grade. Students who are performing below grade level in math will receive support from highly qualified aides and certified teachers in a small group setting on deficit skills. Deficit skills will be determined by Scantron assessments, Pre/Post math assessments, and progress monitoring.

After school clubs will be from 3:30 to 4:40 for 2-3 days a week. After school clubs include Readers Theater to support reading and comprehension, Math Games, integrating technology for math, writing and publishing books, and integrating literacy into science. Also, we have implemented a Literacy Night, and a Math Night, that provide after school enrichment opportunities to our students. These events also support parent collaboration because teachers plan activities that parents can do at home to support their child in ELA and Math. Students also have access to Raz Kids (an online guided reading program with interactive ebooks, downloadable books, and reading quizzes) which may be used during school or after school for students to practice their skills pertaining to the Common Core State Standards. For reading and math, students have access to Moby Max. Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

8.B.3

The rationale for increasing tiered instruction initiatives (interventions) is to extend opportunities for learning or strengthening skills within the school day. According to research, one of the chief variables of improving student achievement is the actual time that students spend engaged with the curriculum. Within this context, time can be referred to the number of hours or even minutes that are increased for enrichment. To support the implementation of ability grouping during second grade reading; evidence from many successful schools and multiple research studies shows that a multi-tiered approach involving high quality classroom instruction alone and in combination with targeted, small group interventions can substantially reduce the proportion of students who struggle to read.

The rationale for implementing after-school clubs is to reach our at-risk students in a way that is different from the direct instruction delivered on a daily basis in the classroom. Students will be engaged in content area material through projects and games which will support achievement and provide an additional incentive for participating in program. Clubs will provide additional learning time, in a small group

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setting, for one to three hours per week. The curriculum for the after-school clubs is based on an analysis of student achievement data, focusing on skills students are deficient in. The rationale for implementing Literacy Night, Math Night, Raz Kids, and Moby Max initiatives is to extend opportunities for learning or strengthening skills outside of the instructional day, as well as outside of the school's campus, to all of our students across the grade levels by providing families with a web-based resource that can be accessed at any time, any day.

8.C.1

Cesar Chavez Academy increased time for professional collaboration in the 2014-2015 school year in the following ways. We added grade level co-plan once a week for all grade levels. In order to have all six teachers per grade level together, they have a working lunch with the instructional coach to co-plan. We have also redesigned our staff meetings differently beginning in the 2014-2015 school year to increase professional collaboration. In the past, our staff meetings were dedicated to updates and compliance tasks. Now, our staff meetings are dedicated to reviewing data to drive instruction and updating/aligning curriculum maps. Professional Development will also be structured so that teachers receive PD and are able to collaborate amongst each other on how new concepts learned will be utilized. This time will be embedded within all PD days we have throughout the year. Grade level teachers also meet once a week for Rtl meetings with the two other teachers within their grade level, school leader, instructional coach, social worker, and school psychologist. During the 2015-2016 school year we will designate grade level lead teachers who will participate in instructional rounds and instructional collaboration sessions with grade level team mates. This will be done during the instructional day once a month at which time we will have substitutes in the classrooms for one hour blocks or create a schedule around intervention time. Grade level leads will participate in instructional rounds with Instructional Coach prior to implementation of program in order to ensure proper implementation. Teams will be responsible for writing minutes and reflections of their experiences.

8.C.2

The amount of time allocated for weekly co-plans is 40 minutes a week. Staff meetings are held two times a month for 1 hour and 15 minutes each meeting. Rtl meeting are held once a week for 40 minutes, instructional rounds/instructional collaboration will be once a month for one hour.

8.C.3

The rationale for implementing these collaboration meetings will increase student achievement in the following ways. During weekly co-plans, all teachers on each grade level meet with the instructional coach to discuss planning, data to drive instruction, and instructional practices to support student achievement. Teachers discuss lessons that have gone well, or areas they need support in. Teachers and instructional coach support one another by sharing strategies that worked for them, research based practices, and offer lessons for teachers to observe. The instructional coach facilitates these meetings and offers support, materials, and guidance to support classroom instruction, classroom management, and resources to help instruction.

On staff meeting days, teachers collaborate with their grade level to work on updating and aligning their curriculum maps, deciding on grade level summative common assessments, and increasing and pacing academic vocabulary. Teachers also analyze assessment data with their team to help drive their future instruction. Teachers whose data is low will have support from their team on instructional practices that worked for their class. During Rtl meetings, team members look at data from school-wide testing, discipline, and other sources of data in order to make decisions about interventions, providing specialized strategies to accommodate and modify instruction in the classroom, and providing specialized strategies for students with behavior/socio/ emotional concerns. Team members create goals for students that are measurable and then review the data every 6-8 weeks. If students are showing progress, new goals are created. If students are not progressing towards their goals, the team discusses strategies to change. These changes could include a different intervention group, different instructional strategies, or possibly be referred for further academic evaluations (Special Education). Instructional rounds will

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support teachers with identifying best practices that they can implement in their classrooms. The lead teacher will facilitate these rounds by initiating conversations, support with identifying best practice and support teachers with incorporating best practices into the classroom.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

9A-The school has outlined multiple strategies to engage families in reform efforts that wrap around our big ideas surrounding reading, math and Response to Intervention.

The Parent Leadership Institute is an organization of parents and teachers at Cesar Chavez Academy. At weekly meetings/workshops, teachers meet with parents in a whole group setting. Parents are provided resources, strategies, activities to use at home to provide additional academic support at home. Topics include "Math Strategies" which include ideas and strategies that parents can use at home to assist with CCSS. Additionally, a "Make and Take," activity is provided for families. Additional topics include Strategies for ELL students, Reading Strategies (phonics and phonemic awareness, vocabulary, fluency, comprehension), writing, science and how to engage . A committee of CCA teachers and staff work together to engage students and families with a variety of math games at "Math Night." Stations are set up and staff introduces the math concepts and plays games with students and families.

During the month of March a committee of CCA teachers and staff work together to engage students and families with a variety of reading activities. Each week we will have a different activity to engage families such as Bingo for Books, Read In and Literacy Night. Literacy Night is a great event that allows families and staff to interact with students on a variety of reading activities and make and takes that support reading in the home. This year we are adding a "READ! No TV!" challenge for the month of March. Students who participate will be entered in a drawing to win a variety of prizes. The classroom at each grade level with the most participating students will win a special catered meal from Roman Village and free books. This year we are also inviting parents to be guest readers.

Monthly parent communication logs are kept as contact is made with families via email, phone calls, and personal contact. The purpose is to ensure that parents are frequently updated on students' progress. Teachers are expected to make contact with each of their student's families at least once a month.

Quarterly progress reports are written and parent conferences are held to keep parents informed and ideas shared to assure academic progress. Parents of students who are receiving Tier 2/Tier 3 instruction will also be receiving additional feedback on the progress of their child within the intervention process. Parents of student receiving Tier 3 instruction will also be invited to RtI collaboration meetings in which parents along with teachers, interventionists and administration develop a contract of support for the child that all stakeholders will be responsible for implementing.

In addition CCA has a parent ESL/Reading cabinet that is filled with resources that parents are allowed to check out for a week. Parents are invited to a Parent Leadership Institute workshops where resources are described and encourage parents to utilize the resource. For example, parents may borrow Leap Frog Tag Readers, sight word flash cards, audio books with CD player, and vocabulary cards. We also have a bilingual library for parents to support our love at reading in the home. This year we will be gathering resources to create a math resource cabinet. Similar to our reading cabinet we will have a variety of math games and manipulatives available for parents to checkout and use at home.

9B

9B.1, 9B.2, 9B.3

CCALE has identified and is partnered, or will be partnered, with a number of community organizations. First, we have established a relationship with Junior Achievement to help prepare our students for the real world. Students work with volunteers on lessons showing how to be ready for the workforce, and financial literacy through hands on programs. Students are engaged in activities on how to apply entrepreneurial thinking and learn the value of contributing to their community.

Redesign Plan

Cesar Chavez Academy Elementary

Also, our Kindergarten and Second graders are partnered with the Senior Community Center. Teachers, students and seniors work together on skills to benefit all parties through meetings at the Patton Park Recreation Center.

We have also partnered with United Way and the Detroit Hispanic Development Center to support with presenting our parents with a variety of resources and workshops. Due to our priority status we will be creating a workshop schedule that revolves around reading and math strategies and the importance of parent involvement. Additionally, CCALE has started a new partnership with The Greening of Detroit and Wayne State University. Staff and students work with these organizations in educating students and families on developing a healthy relationship with food. A community garden was established and crops were harvested. Students and families are educated on how to start and maintain self-sufficient food production and the importance of nutrition.

Some strategies to enlist community partners are as follows...

CCALE will recruit tutors from our CCAHS to assist students with math deficiencies. Weekly after school Math tutoring will be available for students in all grade levels.

Our Community Liaison will also work on recruiting local businesses to support with donating incentives for students who participate in school activities that promote math and literacy throughout the school year. For example, we will look for partnering with local restaurants and add restaurant coupons to our newsletter to promote the restaurant in exchange for the restaurant supporting us with incentives for reading month activities.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The School Improvement process drives how Title I funding is utilized, staffing, scheduling, professional learning, and budgeting. The school improvement team is made up of teachers, support staff, administration, a district curriculum director, our federal grants coordinator and when possible parents. Through the school improvement process, the comprehensive needs assessment and the school data analysis report is reviewed. Based on this data the school improvement team identifies areas of need and creates a plan addressing these areas.

10A.1

The school has the autonomy over its Title I expenditures. The team creates strategies and activities that are evidenced-based and allocates Title resources accordingly. This approach provides ownership of the school's success and ultimately engages all staff members in the continued refinement and improvement of school programs while strengthening accountability.

10B.2

Staffing- The hiring of staff is based on school needs and budget. The school's needs are determined through the School Improvement process and the Comprehensive Needs Assessment. The hiring process is as collaborative as the School Improvement Process. The school leader and instructional coach filter through the applications of potential candidates. The school leader creates an interview team made of teachers and support staff that will participate in the initial interview, will observe a lesson delivered by the candidate and then participate in follow up interviews. The interview team also makes recommendations based on data gathered. The management company, Leona Group LLC., provides human resource services to the school that support in the hiring process.

Use of Time- Scheduling within the building is created by the School Leader based on data gathered from the Comprehensive Needs Assessment and recommendations made through the School Improvement process; involving all stakeholders. The School Leader has the autonomy to make changes as needed to best meet the needs of our students.

Professional Learning- The comprehensive needs assessment is conducted by the School Improvement Team which drives the planning process for Professional Development within the school. The Professional Learning Plan is aligned with the School Reform strategies and School Improvement goals. Going forward the Professional Learning Plan will be driven by the R/R plan. The school leader approves the Professional Learning, within the building, after the planning cycle with all stakeholders.

Budget- The school has the autonomy over its budget (subject to federal regulations) to support the implementation of the school

improvement plan/ R/R Plan based on data gathered from the school improvement process. The school leader will work closely with the federal grants coordinator and budget manager to ensure allocations are aligned with school needs.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11.1

To support the implementation of the reform and redesign plan a School Improvement Facilitator (SIF) and Intervention Specialist (IS) was assigned to the school during the 2014-2015 school year. The SIF and IS are responsible for providing ongoing technical assistance to the school's instructional leadership team. The district will provide support by assigning the State and Federal Programs Director to provide assistance and support to the school leader and the school improvement team. District level support will also come from the district curriculum director and Regional Vice President. Our management company, The Leona Group will also provide external supports through professional development and external reviews. CCA is chartered by SVSU who has also extended there support through professional development opportunities, networking and resources.

11.2

Our Federal Grants Coordinator, Carissa Rusnak has been designated as the central office contact person for Cesar Chavez Academy. Administration and staff members are committed to participating in workshops and conferences offered by Wayne RESA, Michigan Department of Education, and other external partners and organizations i.e. MAPSA and Saginaw Valley State University.