



Priority Single-Building-District Improvement Plan

**Commonwealth Community Development
Academy**

Commonwealth Community Development Academy

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Introduction

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

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

In reviewing our student enrollment trends over the past three years we have identified a number of challenges. The overall all challenge is retention of students. This has become difficult for four main reasons. For starters, our enrollment numbers have declined due to diminishing housing in adjacent areas, competition from neighboring schools as well as families moving out of the immediate area. When enrolling new students, a number of students enter below grade level; exhausting every resource to assist them to score above level.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

One of the main factors that challenge our students for attendance is transportation and tardiness. In some instances when we have a mechanical issue with our transportation system, students have difficulty finding a ride to school. When they do arrive, some are extremely late. Another factor is health concerns. Due to the inclement weather this year, we had a number of students missing school due to asthma related illness or various cold/flu/virus excused absences. Overall, our students come to school daily.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

When review the three year trend in student behavior data we identified the following challenges we noticed that majority of our disciplinary referrals are for students who are new to the Commonwealth culture. We submerge those students with our goals and expectations and expose them to our peer mentoring program, enrichment program as well as our solution team to expose them to the proper way to solve conflict and follow the peace path (positive behavior modification initiatives) here at CCDA.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The actions that we will take to address the identified challenges with student demographic data is boost enrollment through advertising, enrollment fairs as well as word of mouth. Continue to support parents with our solution team out-reach interventions for disciplinary and attendance problems. As well as develop a wide variety of extra-curricular activities and initiatives to engage and retain some of our students who are moving out of the area or leaving for other districts.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Over the past three years we have hired 80% of a new instructional staff due to the transformation plan as outlined as a priority school. In the time we have spend a number of hours training staff in the areas of curriculum, classroom management as well as utilizing technology in the classroom. Although we experienced a slight learning curve with the fidelity of instruction, NOW we have experienced a a huge impact on student's growth achievement.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

We noticed that some of our instructional staff needed support in specific areas when we looked at our baseline achievement scores. Planning, preparation and organization were a problem with some our staff to teach with fidelity. Through support from our administrative team as well as curriculum coaches we saw that achievement scores improved from 23% proficient to 51% proficient according to the Mathematics and Reading scores on the Scantron Ed-Performance Electronic Assessment.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Since we have such a small staff, when members of our administrative team are absent due to reporting, professional learning and compliance issues; it directly impacts student's achievement. Instructional staff have developed a number of strategies to combat the outlined issues from above however they still need support and guidance. When the administrative team has mandated professional learning and reporting it takes away from the student engagement time on behalf of the administrator.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

As mentioned before, although we utilize our building substitutes that are familiar with the curriculum and fidelity of the program students still need all the time that instructional staff can provide to continue with achievement and growth of our students.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Although we are steadily experiencing improvement with our students; organized efforts on behalf of our instructional staff and administrative team has contributed to our students performance. Although we are small in number we are mighty in heart and spread really thin. We exhaust all efforts and budget to meet the needs of our students but at times it can become overwhelming because of the number of hats that

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the staff wears. This year we have established teams so we can share some of the duties and responsibilities necessary to meet the needs of our students.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Some of the indicators of success that have become a strength is our collaboration of resources to improve students progress. Additionally we have improved the fidelity of instructional staff as well as providing initiatives and resources to our students.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Challenges of our interim self assessment include lack of parental engagement in planning and preparation for our students as well as low student enrollment.

12. How might these challenges impact student achievement?

Student achievement can be impacted because low enrollment will effect funding and that directly effects the services we provide for students. We will be limited to essential staff and programs. This will directly effect the growth achievement of students progress and availability of resources.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

In the school improvement plan we have outlined some initiatives that we will continue to focus on to boost student enrollment as well as some initiatives to continue to support our parents. We will continue to utilize advertisement, word of mouth initiatives, extend our bus routes as well as provide additional support services such as extra-curricular activities to boost student enrollment. To conquer the parental engagement piece we will continue to add resources for parental support, create initiatives that parents are attracted to as well as develop a parental communication portal to build the bridge of acceptance.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We have guidelines and procedures that encompass all students to exhaust all intervention programs as needed. Students are not subjected to any scrutiny or biased due to a disability. All children are serviced based upon a needs assessment as well as outlined by our title programs placement indicators.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We provide extended learning opportunities to all students who meet the criteria for grades K through eighth. Those opportunities include but not limited to our After-School Enrichment Program, Saturday School Enrichment Activities, Friday Night Live activities as well as hands on field-trips that support our curriculum. Each opportunity is based on Project-Based learning initiatives that build on students inquiry. Students are encouraged to participate however no one is mandated. Who offer transportation as well as meals so all qualifying students can participated as desired.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Since we are identified as a School-wide initiative we try to provided Extended Learning Opportunities to all students however in the event we are limited to a specified number of students we utilize the Title 1 and 31 A checklist to provide services to students who qualify as the most needed. We communicate our programs and services to parents to one on one conferences, letters, circulations, flyers, parent portals and personal invitations for those students with a sever need.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Recently our instructors completed the survey of enacted curriculum to gain a better perception of how we implement the outlined common core standards with fidelity. Additionally instructors have completed unit plans and curriculum maps based upon the common core standards as well as complete strand traces as outlined by our data from the Scantron Ed-Performance Assessments as well as summative and interim assessment data.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A we have not completed the MIPHY health survey at this time.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

After reviewing our scantron ed-performance data as well as our school based interim assessments, we identified students demonstrating strength in fluency and comprehension when reading grade-appropriate material. Identifying the setting as well as supporting details as well as recognition of site words in the younger grades.

19b. Reading- Challenges

After reviewing the Scantron Ed-Performance data as well as interim assessments; instructional staff identified the following areas as low in student performance: vocabulary, identifying as well as utilizing figurative language as well as prediction/inference skills .

19c. Reading- Trends

Some trends that we have recognized over the past three years is steady improvement of students when using the performance indicators. Additionally students are still having difficulty with vocabulary skills specifically identifying words and their meaning in context. On the Scantron Ed-Performance Assessment we noticed that 31% of our students moved from the performance band of below average to average demonstrating a growth.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

After data collection review, instructors have focused on five key areas to enhance during our Success For All Reading Block as well as cross curricular activities to build students skills. For each grade level instructors will build portfolios as well as implement activities that will strengthen the following areas: Targeted areas for the school year: utilize these strategies in ELA, Science and Social Studies

- Recognizing phonemic patterns in words including recognizing dolche (sight words).
- Fluency and accuracy in reading text
- Vocabulary: extend students prior knowledge and submerge them in proper terminology
- Prediction/Inference Skills: forecast the events using context and prior knowledge
- Main Idea: understanding the underlined focus of the text along with the supporting details.
- Figurative Language: utilizing and recognizing words/phrases in comparison to something. Understanding such imagery as similes, metaphors, analogies, hyperbole, idioms, cliché, onomatopoeia, personification and assonance.

We will continue to utilize Reading Skills and standards for the Common Core across curriculum to improve students performance. This will be done in our extended day activities such as summer enrichment, Saturday school, after school enrichment as well as in fidelity of the delivery of instruction.

20a. Writing- Strengths

Students strengths in writing were identified as followed:

Improvement in areas of grammar, writing mechanics and parts of speech.

20b. Writing- Challenges

Students challenges in writing were identified as followed:

Writing is a very difficult area for our students. Although they have demonstrated some growth, we need to continue to support our students through providing enriched opportunities for writing.

20c. Writing- Trends

Some of the trends we noticed were: that students still have difficulty in over-organizing their writing. Students tend to follow the over prescribed writing for narrative writing but have difficulty identifying the difference in the types of writing. We will continue to support our students and staff through professional learning opportunities for our curriculum Step-Up-To-Writing and provided feedback to our students about their writing.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Targeted areas for the school year: utilize these strategies in ELA, Science and Social Studies

- Write for success by differentiating the two kinds of writing and their components.

Writing multiple organized paragraphs utilizing punctuation and mechanics.

- Writing multiple organized paragraphs utilizing punctuation and mechanics.

- Vocabulary: extend students prior knowledge and submerge them in proper terminology

- Main Idea: understanding the underlined focus of the text along with the supporting details.

- Figurative Language: utilizing and recognizing words/phrases in comparison to something. Understanding such imagery as similes, metaphors, analogies, hyperboles, idioms, cliché, onomatopoeia, personification and assonance.

21a. Math- Strengths

Utilizing the Scantron-Ed Performance Data as well as interim assessments, we noticed that students were successful in utilizing charts and graphs as well as basic computation.

21b. Math- Challenges

Although students demonstrate significant growth this year as identified on the Scantron-Ed Performance Assessments the following areas are still difficult for students.

- Fluency in computation to determine missing numbers (addition, subtraction, multiplication and division).

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- Recognizing patterns, functions and formulas. (Counting, money, telling time, algebraic equations, etc.)
- Place value
- Recognizing and solving word problems.

21c. Math- Trends

Some of the trends that have continuously given our students difficulty are thinking mathematically. We have made a big push this year to infuse the Standards of Mathematical Practice in our instruction as well as the fidelity of our programs. With emphasis in these specific areas, we have noticed students demonstrating growth. This year 50% of our students scored average or higher on the Scantron-Ed=Performance Assessment which is a 30% increase from last year. With continued support of our stakeholders as well as our curriculum coach students scores should continue to improve.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

As a staff we identified the following areas as difficult for students in grades K-8

- Fluency in computation to determine missing numbers (addition, subtraction, multiplication and division).
- Recognizing patterns, functions and formulas. (Counting, money, telling time, algebraic equations, etc.)
- Place value
- Recognizing and solving word problems.

Are the areas of focus we will spend majority of our extended learning opportunities on. In planning for Summer Enrichment as well as after school enrichment, and Friday night live activities, instructors have mirrored their project based activities to support the fidelity of our curriculum. Students are encouraged to select inquiry based projects that support a specific topic and explore the 8 practices/process of thinking mathematically as outlined by the Common Core Standards.

22a. Science- Strengths

This year we noticed our students have demonstrated a 46% improvement trend on the Scantron Ed-Performance Assessment. Students performed the best in life science.

22b. Science- Challenges

Although students are demonstrating growth they are still having difficulty with ecology as well as the Scientific Process as identified on the Ed-Performance Assessment.

22c. Science- Trends

Overall trends for science is steady growth and improvement over the course of the last three years.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Overall a number of stakeholders feel that our science scores have improved because we have put an emphasis on project based learning. Students are encouraged to inquire and utilize the scientific method to solve problems. We will continue to focus on our ELA and Math common core standards across curriculum as identified for science as well as utilizing data trends and measures in Science like we have already adopted in Mathematics and Reading. This will assist us in identifying areas of concern in our plc (professional learning communities) and focus professional development opportunities around science concerns.

23a. Social Studies- Strengths

social studies students have fostered an interest in social studies. They have demonstrated improvement in utilizing charts and graphs, mapping skills as well as Michigan/American history.

23b. Social Studies- Challenges

Students are still having difficulty with economics and understanding the roles of the branches of government.

23c. Social Studies- Trends

For the past two years students social studies scores have remained the same on high stakes assessment. This year we are looking to see improvement on the M-Steps assessment.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Overall a number of stakeholders feel that our social studies scores have improved because we have put an emphasis on project based learning. Students are encouraged to inquire and utilize map skills, economics as well as charts and graphs to determine the results in a democratic society (student ALWAYS VOTE). We will continue to focus on our ELA and Math common core standards across curriculum as identified for social studies as well as utilizing data trends and measures in Social Studies like we have already adopted in Mathematics and Reading. This will assist us in identifying areas of concern in our plc (professional learning communities) and focus professional development opportunities around social studies concerns. One reason we find it difficult to measure student performance is because we don't have a tool to assess students in Social Studies on a high-stakes assessment, besides our M-Steps we don't utilize any high-stakes assessments but do utilize interim assessments at the local level.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Overall students were most satisfied with the project based learning activities. They enjoyed attending extended day activities where they were able to inquire about a specific subject and present the information they acquired. Assessments and assignments were differentiated based upon student activities and performance. Students were encourage to initiate their learning and develop their skills.

24b. Student Perception Data

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

The lowest level of satisfaction among students was the lack of extra-curricular activities such as sports team.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Currently we have researched a variety of leagues to participate in such as the charter school leagues as well as the Police athletic league here in Detroit. Additionally, we have implemented study halls as well as after-school enrichment activities to assist those students with earning as well as maintaining the grade point average of 2.5 or higher, the districts requirement to participate in extra curricular activities such as sports and cheer-leading.

25a. Parent/Guardian Perception Data

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

Overall our parents are extremely satisfied with our students progress. Many parents are very impressed with their children's progress and growth over the school year.

25b. Parent/Guardian Perception Data

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

Overall our parents express concerned with their counterparts participation in school improvement planning and activities.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

We plan on taking a number of actions to improve parental involvement. For starters we have listened to the input of other parents and provided parent outings. Additionally we have scheduled activities to encourage parents to participate in morning or afternoon time slots. As well as added electronic communicating techniques such as twitter, facebook, texting and parent portals. We encourage parents to attend all our activities but many of them would only like to attend student performances.

26a. Teacher/Staff Perception Data

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

Overall the instructional staff is highly satisfied with the growth and progress they saw with their students progress this school year.

26b. Teacher/Staff Perception Data

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

The lowest area of teacher satisfaction is parental involvement/participation.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Many teachers, like other parents want to see more parents involved with their students learning. As stated before a number of parents attend performances however a fewer number attend parent meetings and planning sessions. Some of the insight instructors suggested were parent activities such as family nights, a fish fry, game nights, a parent dance, and parent fundraisers. Additionally staff wanted to research incentives to provide to participants.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Overall our community stakeholders are satisfied with our partnerships such as the dinner program with Greater Concord Missionary Baptist Church as well as the above and beyond commitment we have with our families.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Our stakeholders are dissatisfied with our low enrollment. We have the capabilities to service over 300 children yet only have an average of 200 students.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The stakeholders as well as a few community members have assisted us in taking a number of initiatives to boost student enrollment. A number have assisted with advertising, creating alumni groups, communicating with area business for donations as well as donating resources and time to support our students. Additionally, they have become active in planning a number of events for the upcoming 2015-16 school year such as enrollment fairs, alumni celebration, founder's day activities as well as a platinum banquet.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Overall a number of stakeholders feel that our scores have improved because we have put an emphasis on project based learning. Students are encouraged to inquire and utilize the scientific method to solve problems. We will continue to focus on our ELA and Math common core standards across curriculum as identified for science as well as utilizing data trends and measures in Science like we have already adopted in Mathematics and Reading. This will assist us in identifying areas of concern in our plc (professional learning communities) and focus professional development opportunities around science concerns.

WE ARE RECOGNIZED FOR CARING FOR OUR STUDENTS AND PROVIDING GROWTH OPPORTUNITIES FOR LOW-ACHIEVING STUDENTS.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges that are identified in our data analysis adversely effect student achievement because it simply is a result of lack of students. Student achievement is improving but since we have a small population, we can't hire enough staff to support extra-curricular activities as well as the number of instructors it will take to have class size reduction to meet specific grades. Although multi-level instruction has assisted in the growth and exposure of some of our students, some could benefit from smaller classes. All in all students have highly qualified instructors who teach with fidelity however with a boost in enrollment, more staff can be hired to reduce class size and meet the needs of EVERY child.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

For our priority school big idea and redesign plan all stakeholders have taken a intricate part in improving our students scores. Mathematics and Reading are the areas of focus we will continue to spend majority of our extended learning opportunities on. In planning for Summer Enrichment as well as after school enrichment, and Friday night live activities, instructors have mirrored their project based activities to support the fidelity of our curriculum. Students are encouraged to select inquiry based projects that support a specific topic and explore the 8 practices/process of thinking mathematically as outlined by the Common Core Standards. Additionally support from Neil Beckwith (State of Michigan), Erin Stetich (Success for All Reading), Carol Garland (independent Consultant), Mr Franklin and Ms. Edmondson (Wayne Resa), our stakeholders with receive the resources necessary to obtain our goal. We will continue to complete our instructional learning cycles

quarterly to make data driven decisions to meet the success of our students.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Achievement growth assessments are administered as follows: Scholastic Reading Inventory: Grades 2-8 - administered every 8 weeks Ed Performance Series SCANTRON: Grades 1-8 administered Fall, Winter and Spring Everyday Math Assessments administered after each unit Grades K-6	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	www.cwdacademy.com	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Curriculum is continuously reviewed and adjusted to impact student achievement growth. EDP's are embedded into the 7th and 8th grade curriculum. Documentation procedures must be updated to maintain appropriate records.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Angela Moore, Principal 13477 Eureka Detroit, MI 48212 (313) 366-9470	

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

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Student School Compact

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

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

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Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	No		

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	The use of technology must be specified in the daily lesson plans. It is specified in the Teachers Instructional Handbook that technology must be incorporated a minimum of 3 times per week.	

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Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Students are required to produce reports, charts and graphs in all major content areas. Project-based learning culminating assignments require the use of technology.	

Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Angela Moore, Principal 13477 Eureka Detroit, MI 48212 (313) 366-9470	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	No		

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.			

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.			

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?			

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

5. Describe how the parent involvement activities are evaluated.

6. Describe how the school-parent compact is developed.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?			

8. How does the school provide individual student academic assessment results in a language parents can understand?

Priority Single-Building-District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?			

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

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

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

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

According to the 2012-2013 MEAP data for CCDA, less than 10% of students in grades 3-8 scored proficient in reading and math. The science and social studies scores remain at zero. The reading score is a negative 13% trend and the math score fell from 5.8% to <5%. Contributing factors to this trend stem from a lack of fidelity in curriculum implementation and students not taking ownership of their data to set self-improvement goals. Data Analysis conducted using MEAP, Ed Performance Web Based Series, classroom assessments, SRI and teacher input to determine deficiencies contributing to persistent low achievement.

Disaggregated data for grades 3-8, shows male students out performed female students by a gain of 10% in reading and math. The achievement gap for grades 3-8 is closing by safe harbor measures. At least 10% of students who were not proficient in math and reading became partially proficient. However, although students demonstrate growth on the MEAP and the Z score color is green for reading, writing and math, the progress is not significant enough to meet the benchmark. The trend data for these content areas are almost flat lined over a three year period. The Z scale score for both Science and Social Studies is zero and the color is red. A three year picture shows that science scores increased one year, unfortunately, staff turnover in the science department contributed to the score resorting back to zero. There was also a change in staff for the Social Studies Department and revisions made to the science curriculum to improve student outcomes.

Analysis of reading data identified deficiencies in reading strategies such as decoding, inferences within informational text, and clarification strategies. Exploration of curriculum to address the reading content area included Harcourt Brace, Houghton Mifflin, SRA-McGraw-Hill, and Success for All. Success for All demonstrated rapid recovery in student growth due to the cooperative grouping by mastery levels. SFA is prescriptive to student needs on multiple levels: Kinder-Corner, Roots, Wings and Edge and includes various genres and strategies. The teachers ultimately voted to implement SFA as the CCDA reading curriculum because of the myriad of components offered to address the identified deficiencies, student driven goal setting, ongoing support offered through the SFA Foundation by way of Implementation visits, Leadership Academy and Data Analysis due to ongoing research conducted in conjunction with John Hopkins University and its founder Dr. Robert Slavin.

Analysis of mathematics data identified student deficiencies with data collection and analysis, abstract reasoning, and open responses. Exploration of math curriculum included Addison-Wesley, Houghton Mifflin, Success for All and UCSMP Everyday Mathematics. Addison-Wesley and Houghton-Mifflin curriculum catered to a sit-and-get approach for students or a one-size-fits-all model. The SFA mathematics model offered an approach of differentiated instruction, research and support but did not address technology components sufficiently. Therefore, teachers selected the UCSMP Everyday Mathematics model due to its comprehensive design using the spiral method to differentiate instruction, the imbedded data collection and analysis for all grades K-8, student self-assessments and goal-setting, alignment to CCSS, on-going research, technology integration and the availability of support from McGraw-Hill certified teacher trainers.

Student performance data indicates consistent growth with both SFA and EM when implemented with fidelity, and there was a correlation between observation instruction data and student performance to support this finding. Adjustments were made with staff according to the data. Once a new instructional team was constructed, a new data analysis was conducted to identify student needs, instructional targets and professional development needs. After successful PD for the leadership team, teachers and tutors, the cycle of effective instruction begins and is continuously revisited.

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

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Commonwealth Community Development Academy

Community Development academy identifies the University of Chicago Mathematics Program (EM) as well as the Success for All Reading School reform model (SFA) as our instructional programs to improve our Reading and Mathematics Scores. One reason we were attracted to these programs is because BOTH outline ongoing research to build students' capacity in learning. Additionally, they are recognized as great reform models for at-risk students. Not only are the programs frequently evolving, the programs provide support from trained facilitators that look at the school's progress in areas of building leadership capacity, fostering a healthy, safe and supportive learning environment as well as focusing on student, professional and system learning as outlined in "Turning high-poverty schools into performing schools" (Parrett, W. and Budge, K, 2012). Furthermore, both programs are researched-based and have a track-record of improving students' ability in Mathematics and Reading. After close review both programs support measures in improving parent participation, fidelity of instruction as well as data analysis which all lead to building students capacity.

The Everyday Mathematics program is based out of University of Chicago and began as a research project. The Everyday Math program is a comprehensive curriculum that focuses on two major goals:

- Substantially raise expectations regarding the amount and range of mathematics students can learn.
- Support teachers and students with the materials necessary to enable the students to meet higher expectations.

o (McGraw-Hill Companies, 2007)

This directly supports the mission of CCDA in which we believe we can challenge each student to succeed at his or her maximum potential. Not only is the program aligned to the Common-Core State Standards (CCSS) that Michigan has recently adopted to assist with improving students' performance; the EM program consistently utilizes the standards for mathematical practice that will only enhance our students in thinking mathematically ACROSS the curriculum. Students are encouraged to make sense of problems and persevere in solving them through the daily Math Messages as well as Minute math activities. Additionally, students utilize models, make structures and employ appropriate tools to problem solve and are encouraged to reason abstractly and quantitatively by using models, manipulatives and games. Finally, students express their fluency with mathematics utilizing reasoning in their daily lives. (www.everydaymathsuccess.com)

The EM program is a design that works for CCDA simply because it doesn't just give a comprehensive curriculum; our staff is able to utilize the standards and goals to make data driven decisions in instruction. Here at CCDA all instructors are trained by facilitators provided by the McGraw-Hill Company with additional support for the Administrator team and Lead-Teachers to train the trainers to continue to improve instructor's capacity to learn the fidelity of the program. Once instructors have implemented the strategies of the effective EM instructor, they continuously implement the EM standards for mathematical practice and assess the students daily while aligning the (CCSS) to support authentic assessments and Grade Level Content Expectations (GLCE).

EM unit assessments are administered approximately every 3 weeks to determine student progress on benchmark strands and grade level mastery. Unit interval assessments along with beginning, mid-year and end of the year assessments diagnose student deficiencies and contribute to cooperative learning placements. Daily assessments called RSA's (Recognizing Student Achievement) are correlated to grade level benchmarks and CCSS. The math intervention program, Pin Point, developed by UCSMP with the same pedagogy as EM, is used to prescribe a plan of work for each student and measure comprehension or skill mastery of the set goals.

The Success for all Reading School-wide reform model based out of John Hopkins University utilizes the cycle of effective instruction and cooperative learning to assist in developing students reading skills. Instructors are trained to utilize cooperative learning techniques to actively instruct students in using the process of teaching, modeling and guiding. Students are then encouraged to practice with a team to prompt and reinforce. These strategies are monitored through assessments and students' are then recognized and celebrated for their accomplishments. In comparison to the EM program, the SFA program is proven to deliver students identified as at risk with over 25 years of worldwide recognition. (www.successforall.org)

The reading growth assessments are administered every 8 weeks to regroup students according to their new mastery levels. The instrument used for reading measurement is Scholastic Reading Inventory.

This comprehensive program was presented and voted on by ALL stakeholders as the BEST method to deliver our students. It imbeds cooperative strategies that foster higher grades, increase retention of information, improve relationship with peers, offers intrinsic motivation as well as improve students' attitudes about learning. Not only does the SFA program provide constant training and support, point trainers visit the school at least three times a year to provide support in our overall snapshot of progress, analysis of root causes for student

performance and implement a plan of action to improve scores. The school is reviewed as a whole and not just the "Reading Program". It facilitates the school to build students learning capability in Community Relations, parent and family involvement, attendance, tutoring, intervention as well as the reading components that all lead to the success of the school as one entity. When all components are working cohesively, students' performance will improve. (SFA Foundation, 2012).

There is an intentional carryover of applying the reading, writing and mathematics proficiencies into other content areas such as Science, Social Studies and Technology. SFA reading strategies required for informational text and informational writing support Social Studies and Science curriculum. Additionally, the EM standards for mathematical practice and scientific investigation method provide a systemic process for analysis and problem solving applications. Open response inquiry imbedded in the EM curriculum support student development of summarizing data in Science and Social Studies.

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

The school goals that were agreed upon: instructional fidelity and goal-setting, directly impact the need to improve student achievement. The data reviewed to reach this conclusion includes: MEAP, Scholastic Reading Inventory, Ed Performance SCANTRON Series, Everyday Mathematics Unit Assessments and classroom assessment data.

Implementing curriculum with fidelity was also identified as a critical need to improve student achievement. Working with teachers to develop project-based instructional cycles that enhance student learning is a priority. When students take ownership of their learning styles and behaviors and set goals, they become focused on achieving their goals.

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

The goals address the needs of the entire school population due to the academic placement settings developed to meet each student within his/her capacity. Multi-level classrooms are available in three major components: Grades K-2, 3-5 and 6-8. Tutoring services are offered in small group and one-on-one during the school to students falling into the bottom 30% of achievement and not able to attend afterschool programs. A larger population of students attend afterschool tutoring programs.

The instructional targets are based upon analysis of instructional and assessment data.

Component 2: Schoolwide Reform Strategies

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

Once students are assessed, administrators and instructors review pacing calendars as outlined in the Everyday Mathematics Program as well as the Success for All Reading Program. Both programs provide a pacing calendar that is aligned with the Grade Level Content Expectations (GLCE) as well as the Common-Core State standards. Once the pre-assessments are completed, the pacing calendars are then reviewed to align these standards to our curriculum maps from grade-level to grade-level utilizing the scope and sequence method.

Students will be placed in Developmentally Appropriate Groups placing close attention to the lower 30% of students performing below level. We will recruit and retain highly qualified Instructors and tutors who are expected to demonstrate their use of data and utilize this information to inform instruction, create performance level classes and build the gap on those deficiencies to improve on yearly, quarterly and high stakes testing. For returning students, we will utilize the previous year's assessments that include the MEAP, Ed-performance, classroom grades as well as pre-assessment to track students' growth. This data is then used to create curriculum maps to inform instruction. Students are then placed in developmentally-appropriate groups for approximately 8 weeks. As students master standards, instructors not only post daily the standards/objectives students will accomplish but record information in lesson plans, quarterly maps and review the standards as outlined in the high stakes assessments. This backward design process will continue to assist students with progress.

Once students are assessed, staff then records students progress in Mi-Star Zangle Program (school-wide), Member Center (SFA) as well as the E-Suite (EM) and color-code students' performance using the following rubric.

- Areas students earned a 5 or 4 shade it GREEN (80% or higher)
- Areas students earned a 3 shade it Yellow (70 -79%)
- Areas students have a 1 or 2 shade it Red (69% or lower)

The computer programs as well as color-coding will assist teachers in determining their academic missions, develop a sense of urgency in a particular area as well as set a school-wide goal to meet the standards. After instructors have assessed the student's weekly data, they meet in bi-weekly component meetings to review data with their teammates and create goals to maintain for the next assessments. Students are placed into three tiers to respond to intervention (RTI) and extended day activities are implemented to focus on specified skills as outlined in the data. The instructor will implement a variety of strategies to differentiate learning to improve students' scores including after school enrichment, Saturday school and in-school tutoring provided by a certified tutor. These extended day opportunities provide an in-depth look at student's performance where they can review their scores, set attainable goals, track their progress through portfolios as well as celebrate their growth. In areas that the whole class average is below 69%, instructors will review their lesson delivery with their peers or administrators, differentiate instruction using models, games, and building background as well as re-teach information utilizing a variety of algorithms. Furthermore, instructors can review how material is introduced previous grades as well as the scope and sequence data to ensure this was NOT a secure goal. Students are encouraged to review their weekly assessment scores and set weekly performance goals to improve their learning. Students meet with their teams to redirect their missions and analyze why they perform poorly. Instructors complete a quarterly self-reflection to observe students' performance and make a prescription to improve instruction which may include delivery of the lesson, building-background, triggering students prior knowledge or bridging the gaps in students skills. Additionally instructors will post data walls to give an overview of attainable goals as well as the growth and progress of students as a whole.

Another way to assist with student performance is to utilize the Pinpoint-Mathematics Intervention program that supports the EDM to bridge the gap on students' deficiencies. This program supplements instruction to assist with students' basic skills of operations. Children take

computer-generated diagnostics to find an underline problem. The students THEN receive tutoring in small group to correct this problem. In
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reading, students will utilize the SFA tutoring program called Alphonse's Alley. The computer-generated supplementary program supports the reform model by providing a prescription for reading deficiency and providing support to students whether they need assistance in phonics, comprehension, vocabulary development or fluency to improve students instruction. Furthermore, tutors and instructional staff will utilize the High-Stakes tool, Ed-Performance web-based scantron assessments to correlate instructions. Students will receive instantaneously feedback of their scores. Students will set their goals for next assessment and instructors/tutors will pull actual lessons, study guides and templates using the skills connection online resource link as well as netTrekker which all support the CCSS goals that are aligned from grade to grade. Using these ongoing strategies, the implementation school-wide of Everyday Mathematics and the Success for Reading program will align our students toward continuous success of our students.

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

After reviewing performance data and instructional data, it was determined by teachers that additional time would benefit the expected outcomes by increasing independent practice, cooperative learning strategies and monitoring. 30 minutes were added to the school day and time spent in homeroom and hall passing was decreased. We will continue to use the existing school schedule due to the 7.5 hour instructional day. Instructional time for reading and mathematics was increased to 90 minutes each. Science and Social Studies class periods are 55 minutes each. After school tutoring is offered to all students and is operational Monday through Friday as opposed to 3 days per week. Beginning January 2014, monthly Saturday sessions will be implemented to address content area weaknesses through thematic, project-based inquiry learning activities with improved strategies and monitoring of compliance in place. The expectation is for rapid improved achievement with an additional 30 hours of practice and application targeted toward benchmark deficits.

The power of cooperative learning is in the discussion and the hands-on experiences. The Saturday sessions will be specifically designed by the instructional teams based on cooperative learning strategies and project-based learning; Ed Performance Web-based SCANTRON and MEAP data. Success for All, Everyday Mathematics and Step Up to Writing will drive the projects and assessments will measure student growth before and after each experience.

The total number of instructional hours added to meet student needs by way of Saturday School is 30 hours. The planned school days and hours currently exceeds the mandatory threshold of 1098 hours. Additionally, the Summer Enrichment sessions will be extended with the same concept of project-based learning.

The rationale for this extended learning time is to provide opportunities to apply knowledge through life-like simulations and develop students skills for college and career readiness. Building on children's natural instinct to explore and always learn more is important not only in school, but also later in life when children grow up to become part of a constantly changing society.

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

After close review of our data, the available research as well as student performance indicators, the stakeholders of Commonwealth Community Development academy identifies the University of Chicago Mathematics Program (EM) as well as the Success for All Reading School reform model (SFA) as our instructional programs to improve our Reading and Mathematics Scores. One reason we were attracted to these programs is because BOTH outline ongoing research to build students' capacity in learning. Additionally, they are recognized as great reform models for at-risk students. Not only are the programs frequently evolving, the programs provide support from trained facilitators

that look at the school's progress in areas of building leadership capacity, fostering a healthy, safe and supportive learning environment as well as focusing on student, professional and system learning as outlined in "Turning high-poverty schools into performing schools" (Parrett, W. and Budge, K, 2012). Furthermore, both programs are researched-based and have a track-record of improving students' ability in Mathematics and Reading.

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- Substantially raise expectations regarding the amount and range of mathematics students can learn.
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4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

After reviewing performance data and instructional data, it was determined by teachers that additional time would benefit the expected outcomes by increasing independent practice, cooperative learning strategies and monitoring. 30 minutes were added to the school day and time spent in homeroom and hall passing was decreased. We will continue to use the existing school schedule due to the 7.5 hour instructional day. Instructional time for reading and mathematics was increased to 90 minutes each. Science and Social Studies class periods are 55 minutes each. After school tutoring is offered to all students and is operational Monday through Friday as opposed to 3 days per week. Beginning January 2014, monthly Saturday sessions will be implemented to address content area weaknesses through thematic, project-based inquiry learning activities with improved strategies and monitoring of compliance in place. The expectation is for rapid improved achievement with an additional 30 hours of practice and application targeted toward benchmark deficits.

The power of cooperative learning is in the discussion and the hands-on experiences. The Saturday sessions will be specifically designed by the instructional teams based on cooperative learning strategies and project-based learning; Ed Performance Web-based SCANTRON and MEAP data. Success for All, Everyday Mathematics and Step Up to Writing will drive the projects and assessments will measure student growth before and after each experience.

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The rationale for this extended learning time is to provide opportunities to apply knowledge through life-like simulations and develop students skills for college and career readiness. Building on children's natural instinct to explore and always learn more is important not only in school, but also later in life when children grow up to become part of a constantly changing society.

8B: TIME FOR ENRICHMENT

All students, grades K-8, will participate in Saturday School Project-Based Learning (PBL) sessions to engage in experiences that support the improved student outcomes described in section 6. The Saturday School sessions will be a slightly shorter school day (5 hours),

nevertheless, the sessions will be well attended due to transportation, meal service and free resources offered.

The after school tutoring program was expanded from 3 days per week to 5 days and is also available to all students, grades K-8. This is an additional 120 hours of learning time. The staff elected to offer Saturday School sessions to allow students extended time to experience learning beyond 20 minute intervals of guided practice. Often, students do not complete their homework assignments and projects due to a lack of resources, including the assistance of an adult. The PBL method will permit application of theory in a controlled environment where students can be redirected, ask questions, monitored and assessed. Each Saturday session will focus on one content area at a time through problem and solution strategies. The big question of the day will be similar to problems posed on standardized exams, thus translating into achievement growth/gains.

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

Data dialogues will hinge on actual student work to measure outcomes and diagnose curriculum pacing and efficiency. High stakes data is available quarterly, however, other internal assessments such as curriculum assessments and observational data will be available approximately every three weeks and used during component meetings.

Component meetings will consist of evaluation of the instructional learning cycle versus student outcomes. The results will identify the next instructional targets and the students requiring intervention or release from intervention due to their success.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	100% of the instructional staff are highly qualified and annually demonstrate such in their professional development portfolio. The portfolio includes verification of valid State of Michigan Teaching Certification; a completed Highly Qualified Worksheet, a Professional development record and a professional development plan.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	100% of the instructional staff are highly qualified and annually demonstrate such in their professional development portfolio. The portfolio includes verification of valid State of Michigan Teaching Certification; a completed Highly Qualified Worksheet, a Professional development record and a professional development plan.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for this year was 20% due to 1 layoff for low enrollment and 2 resignations for employment in another district. The beginning instructional staff size was 15 and ended with 12.

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

The average experience level of key teaching staff is: 6 members with 5+ years experience; 5 with 1-3 years experience; and 1 with 3-5 years experience.

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

First and foremost, it is necessary for any teacher entering our district to understand the characteristics (culture and climate). Commonwealth is located in an community with a fast declining population, blighted housing and low economic status. 99% of the student population is African American. Families attracted to the culture of Commonwealth are seeking rapid improvements in their child's performance. The incoming students are on average 2 academic performance levels below their actual grade placements. It is of vital importance to present these factors to potential candidates expressing interest in gaining employment with our district.

Teachers who commit to the district must be willing to accept the responsibilities of the extended school year hours (Saturday School), the extra-curricular activities that enrich student learning and build capacity. They must work to build partnerships with community organizations and officials who support the mission of the school and can offer experiences leading to career pathways. Preference will be given to teachers who express high interest and/or familiarity with the curriculum implemented at CCDA.

The recruitment process will include a one day teaching experience to observe the candidate in a live setting. A questionnaire form must be completed to extract information regarding knowledge, communication and thought process. These additional measures, coupled with familiarity and knowledge of curriculum implementation are considered in the selection process.

Teachers will be assigned to their positions based upon their highly qualified content area endorsement and by their passion for the subject matter and familiarity with particular age/grade level of students. Candidates with prior teaching experience must also demonstrate successful student achievement results either via data portfolio or reference from previous principal.

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

Incentives will be commensurate with student growth and achievement provided funding is available. Retention measurement will be
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dependent upon satisfactory scores derived from teacher and a administrator evaluation tools. Recruitment efforts include attending job fairs, radio advertisements, Face book, employment websites and accessing college placement offices. Incentives that will be provided to teachers include bonus stipends for sustained achievement growth by a class composite growth score of at least 10% on both Ed Performance Web Based SCANTRON and MEAP data (provided funding is available), duty-free lunch periods and a bonus day off per academic quarter. Opportunities to have a highly qualified teacher substitute in a lead teachers classroom will be provided in order for the lead teacher to share best practices and model for other staff members.

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

The school has attempted to retard the turnover rate by realigning salaries and benefits to become more competitive in the industry. Additionally, the professional development and support offered to teachers has been customized to meet individual needs.

Component 5: High Quality and Ongoing Professional Development

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

Professional learning time will be increased through weekly mandated component meetings and scheduled 2.5 hour, after school sessions. A 25 hour staff summer institute will be coordinated to prepare for effective implementation and planning to meet the needs identified through data dialogues. These scheduled meetings will allow for staff to collaborate in grade level groups focusing on curriculum pacing and effective instructional strategies identified through assessment data analysis. When possible, we will use the "Train-the-Trainer" model to explore best practices.

Data dialogues will hinge on actual student work to measure outcomes and diagnose curriculum pacing and efficiency. High stakes data is available quarterly, however, other internal assessments such as curriculum assessments and observational data will be available approximately every three weeks and used during component meetings.

The restructured professional learning time will increase to 100+ hours to allow hands-on exploration of data and instructional strategies and also provide collegial support. We believe that "Teamwork makes the Dream work!", therefore, a well constructed team will lead to increased student achievement. Teachers will be allowed to recommend academic placement of students based upon their learning habits, rate of achievement and mastery levels in each content area. Personality cohesiveness will also be considered to support each student in the highest quality learning environment.

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

The sessions have been spread throughout the school year to be proactive toward meeting instructional targets. Survey and session evaluation information will aid in refining professional learning to support the needs of the staff and students.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Commonwealth PD Calendar 2014-15

Component 6: Strategies to Increase Parental Involvement

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

The Board of Directors recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the School. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

A. Relationships with Families

1. cultivating school environments that are welcoming, supportive, and student-centered;
2. providing professional development for school staff that helps build partnerships between families and schools;
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.

B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities;
3. promoting regular and open communication between school personnel and students' family members;
4. communicating with families in a format and language that is understandable, to the extent practicable;
5. providing information and involving families in monitoring student progress;
6. providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions;
7. preparing families to be involved in meaningful discussions and meetings with school staff.

C. Volunteer Opportunities

1. providing volunteer opportunities for families to support their children's school activities;
2. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.

D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school;
2. working with families to establish learning goals and help their children accomplish these goals;
3. helping families to provide a school and home environment that encourages learning and extends learning at home.

E. Involving Families in Decision Making and Advocacy

1. involving families as partners in the process of school review and continuous improvement planning;
2. involving families in the development of its School-wide parent involvement policy and plan, and distributing the policy and plan to families.

F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources;
2. coordinating and integrating family involvement programs and activities with School initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.

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

Parents have been consulted to have input on improvement of school operations, curriculum, programs and services that contribute to the schoolwide plan by way of surveys, conversations and commitment to tasks and events. Monthly meetings will be held to monitor parent concerns and make necessary adjustments.

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

Parents will complete annual surveys and participate in monthly meetings. Information will be disseminated through monthly newsletters and meeting minutes.

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

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

1. The Commonwealth Community Development Academy School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

Parents are required to participate in a minimum of 5 school events which will compliment and agree with the efforts of Commonwealth Academy.

2. The Commonwealth Community Development Academy School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Monthly Parent meetings to keep parents informed. Monthly newsletters include a section entitled "Title I update" for parental updates.

3. The Commonwealth Community Development Academy School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

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Parent Orientation (August)
Kindergarten Round-Up (March through June)
Curriculum Night (September)
Grand Parents Tea (May)
Raising Readers (October)
Back-to-School Fair (August)
Parent conferences (4 times per year)
Parent orientation
Project workshop for Science and Writing

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

The Commonwealth Community Development Academy School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Annual Title I Meeting
Parent Surveys
Project Workshops for Science and Writing

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

Evaluation results will be used to either help clarify parental concerns or adjust programs and services for improvement.

8. Describe how the school-parent compact is developed.

The School-Parent was developed in conjunction with the school improvement committee. The committee was well balanced with stakeholders including parents and community officials in addition to staff.

The values and belief statements in the compact, along with the commitment to quality performance was derived from the school's mission and beliefs. The compacts are signed annually and reviewed again one-on-one during an in-person meeting.

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

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The School-Parent Compact is reviewed during parent-teacher conferences to renew parental commitment to the goals and objectives of educating each child of the school. Documentation consists of a second signature and date.

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

Commonwealth Academy is a K-8 school. The School-Parent Compact is shared with all parents during orientation and again during the first parent-teacher conference. Parents who are unable to attend conferences are contacted to schedule a meeting session conducive to their schedule.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Commonwealth Parent-Student Compact

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

The school district will, with the assistance of its school, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Holding workshops and providing information relevant to all subject areas including Reading through the use of Reader Response forms that must be signed by parents. Science project workshop for parents and students as well as bi-weekly math newsletters that allows each individual child to work on their developmentally appropriate math standards using their own personal passcode for the EDM program.

Component 7: Preschool Transition Strategies

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

Commonwealth has formed a partnership with neighboring head-start and daycare centers to facilitate kindergarten round-up sessions. The incoming kindergarteners are encouraged to attend the Summer Enrichment session to become acclimated to the school climate, culture, staff and students prior to the start of the school year.

Preschool aged siblings who do not necessarily attend preschool are invited to attend events in the school such as student performances, fundraisers, bobcat to school festivals, etc. to maintain a connection with the school and gain familiarity to the environment and staff.

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

Power Point presentations and handouts are used to present expectations and requirements to parents during roundup, orientation and the school year kickoff. Demonstrations are conducted to aid parents in defining their supporting roles in the home environment. These sessions are followed up during parent-teacher conferences and parent meetings.

Component 8: Teacher Participation in Making Assessment Decisions

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

The Administrators and the School Improvement Team (Curriculum Leaders, Teachers and Parents) work together for the betterment of our school community. The School Improvement Team will meet regularly (a minimum of once per quarter) to discuss items pertaining to the instructional program, student assessment data (SRI, MEAP and ITBS), student and staff safety, parental involvement and program development across the grades.

Although the Administrators make the final decisions pertaining to the school and the staff, parents are encouraged to present ideas to the School Improvement Team and work collaboratively for the advancement of all students.

Decisions for things such as class schedules, student placements and curriculum selections, a collaboration of teachers and administrators meet, plan and discuss. All stakeholders are involved in the process by surveys, preview and question and answer sessions.

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

Teachers participate in regularly scheduled component meetings (bi-weekly), to analyze student achievement data and identify strengths and weaknesses. A data dialogue is then held between the instructional team and coaches, point trainers and administrators to determine next steps.

The team works together to complete a self-assessment guide, determining which school wide components are in place or may require refinement, in addition to identifying areas for improvement.

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

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

Students are assessed upon entering the district and ranked according to achievement outcomes. Grade level assessments are administered using Ed Performance SCANTRON, Scholastic Reading Inventory, Everyday Mathematics Assessments for beginning of year, mid-year, end of year and at the end of each unit.

Students are placed in multi-leveled classrooms according to performance level until the next assessment is administered and placement occurs.

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

The computer programs as well as color-coding will assist teachers in determining their academic missions, develop a sense of urgency in a particular area as well as set a school-wide goal to meet the standards. After instructors have assessed the student's weekly data, they meet in bi-weekly component meetings to review data with their teammates and create goals to maintain for the next assessments. Students are placed into three tiers to respond to intervention (RTI) and extended day activities are implemented to focus on specified skills as outlined in the data. The instructor will implement a variety of strategies to differentiate learning to improve students' scores including after school enrichment, Saturday school and in-school tutoring provided by a certified tutor. These extended day opportunities provide an in-depth look at student's performance where they can review their scores, set attainable goals, track their progress through portfolios as well as celebrate their growth. In areas that the whole class average is below 69%, instructors will review their lesson delivery with their peers or administrators, differentiate instruction using models, games, and building background as well as re-teach information utilizing a variety of algorithms. Furthermore, instructors can review how material is introduced previous grades as well as the scope and sequence data to ensure this was NOT a secure goal. Students are encouraged to review their weekly assessment scores and set weekly performance goals to improve their learning. Students meet with their teams to redirect their missions and analyze why they perform poorly. Instructors complete a quarterly self-reflection to observe students' performance and make a prescription to improve instruction which may include delivery of the lesson, building-background, triggering students prior knowledge or bridging the gaps in students skills. Additionally instructors will post data walls to give an overview of attainable goals as well as the growth and progress of students as a whole.

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

Students are placed into three tiers to respond to intervention (RTI) and extended day activities are implemented to focus on specified skills as outlined in the data. The instructor will implement a variety of strategies to differentiate learning to improve students' scores including after school enrichment, Saturday school and in-school tutoring provided by a certified tutor. These extended day opportunities provide an in-depth look at student's performance where they can review their scores, set attainable goals, track their progress through portfolios as well as celebrate their growth. In areas that the whole class average is below 69%, instructors will review their lesson delivery with their peers or

administrators, differentiate instruction using models, games, and building background as well as re-teach information utilizing a variety of algorithms.

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

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

Commonwealth receives Federal resources from Title I and II, and State resources from 31a. Efforts are coordinated to maximize services provided to students due to our status as a school wide school. Students with the severest needs (failing at least one core academic area), ranking in the bottom 30% are the highest priority. These students begin with tutoring services during the school day. As they progress through the ranks of achievement, the focus for tutoring the school day continuously remains on the bottom 30%, therefore placements are reassigned accordingly.

After school and Extended Learning sessions (such as Saturday School), are offered to students ranking in the bottom 30% first and the remaining slots are filled according to these demonstrating the greatest need according to all data resources.

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

The needs identified through analysis of data, programs and services will be addressed as follows:

1. Comprehensive Needs Assessment

The Commonwealth Academy Staff and School Improvement Team continuously evaluate the School Improvement Plan to insure that the goals and objectives have been met. This evaluation is based on the assessment of student performance on classroom assessments, standardized test scores and the MEAP results. Reexamination of the objectives taught and the item analysis of student performance usually gives a clear picture of changes that need to occur to rectify the challenges of the pervious year's work.

The evaluation process of student achievement has been improved to require teachers to provide an analysis of the Instructional Learning Cycle tool, along with a model of the desired product/process, a rubric to specify evaluative content and an objective that is aligned to measurable benchmarks while expressed in student friendly terms. The leadership team is to ensure continuous implementation of these components by monitoring instruction daily, documenting their observations and sharing them with instructors, and developing individual, instruction corrective action plans as required.

It is apparent that the education of parents in the process of helping students achieve by improving parenting skills, sharing supervising of homework, and seeing that students complete assignments is an intricate part of the evaluation process. It is essential that every effort be made to improve communication with parents by including them in the total process. With the large population of at-risk students, currently being serviced 95%; this has become a mammoth job.

Parent workshops and staff development meetings will be evaluated to give feedback to the School Improvement Team for assessment of completed and on-going tasks. This data collected will be evaluated and kept in the corporate office.

2. Schoolwide Reform Strategies

After close review of our data, the available research as well as student performance indicators, the stakeholders of Commonwealth

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Commonwealth Community Development Academy

Community Development academy identifies the University of Chicago Mathematics Program (EM) as well as the Success for All Reading School reform model (SFA) as our instructional programs to improve our Reading and Mathematics Scores. One reason we were attracted to these programs is because BOTH outline ongoing research to build students' capacity in learning. Additionally, they are recognized as great reform models for at-risk students. Not only are the programs frequently evolving, the programs provide support from trained facilitators that look at the school's progress in areas of building leadership capacity, fostering a healthy, safe and supportive learning environment as well as focusing on student, professional and system learning as outlined in "Turning high-poverty schools into performing schools" (Parrett, W. and Budge, K, 2012). Furthermore, both programs are researched-based and have a track-record of improving students' ability in Mathematics and Reading. After close review both programs support measures in improving parent participation, fidelity of instruction as well as data analysis which all lead to building students capacity.

3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)

The instructional staff of Commonwealth Academy is 100% Highly Qualified with valid Michigan Teaching Certification. Teachers must complete the MDE Highly Qualified worksheet and maintain a professional development portfolio annually. Tutors (Paraprofessionals), at Commonwealth, must possess a minimum of a Bachelor's Degree with an interest of advancing toward certification.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools

Teachers who commit to the district must be willing to accept the responsibilities of the extended school year hours (Saturday School), the extra-curricular activities that enrich student learning and build capacity. They must work to build partnerships with community organizations and officials who support the mission of the school and can offer experiences leading to career pathways.

Preference will be given to teachers who express high interest and/or familiarity with the curriculum implemented at CCDA.

The recruitment process will include a one day teaching experience to observe the candidate in a live setting. A questionnaire form must be completed to extract information regarding knowledge, communication and thought process. These additional measures, coupled with familiarity and knowledge of curriculum implementation are considered in the selection process.

Teachers will be assigned to their positions based upon their highly qualified content area endorsement and by their passion for the subject matter and familiarity with particular age/grade level of students. Candidates with prior teaching experience must also demonstrate successful student achievement results either via data portfolio or reference from previous principal.

Incentives will be commensurate with student growth and achievement provided funding is available. Retention measurement will be dependent upon satisfactory scores derived from teacher and a administrator evaluation tools. Recruitment efforts include attending job fairs, radio advertisements, Face book, employment websites and accessing college placement offices.

Incentives that will be provided to teachers include bonus stipends for sustained achievement growth by a class composite growth score of at least 10% on both Ed Performance Web Based SCANTRON and MEAP data (provided funding is available), duty-free lunch periods and a bonus day off per academic quarter. Opportunities to have a highly qualified teacher substitute in a lead teachers classroom will be provided in order for the lead teacher to share best practices and model for other staff members.

5. High-Quality and Ongoing Professional Development

Professional development sessions designed to impact instruction and achievement exceed 60 hours annually and pertain to the identified needs of the curriculum, instruction and student performance.

Implementation of strategies from professional development sessions are monitored during daily classroom walk-through's conducted by administrators, coaches, point trainers and peer coaches provide rapid feedback to measure quality and instructional fidelity. Teachers requiring additional support receive curriculum modeling and implementation and then observation, feedback and correction as needed.

A Mentoring system has been established for ongoing support, improved communication, planning and monitoring. Lead teachers will be relieved from the classroom on a weekly basis to support classroom teachers with any instructional deficit ranging from classroom management and lesson planning, to instructional fidelity and incorporation of technology uses. Uses of technology within the curriculum have drastically increased, providing students with hands-on exploration.

6. Strategies to Increase Parental Involvement

Strategies to increase parental involvement hosting monthly events to explain and evaluate to current programs and services, as well as hold workshops for parents to learn how to effectively support their child in the home. A parent support room is in place to work with parents in private and/or ongoing sessions. Events include, curriculum night, grandparents tea, raising readers challenge, and bring-your-parent to school day. Additionally, achievement data will be reviewed to help parents understand what the numbers represent.

7. Preschool Transition Strategies

Commonwealth has formed a partnership with neighboring head-start and daycare centers to facilitate kindergarten round-up sessions. The incoming kindergarteners are encouraged to attend the Summer Enrichment session to become acclimated to the school climate, culture, staff and students prior to the start of the school year.

8. Teacher Participation in Making Assessment Decisions

The Administrators and the School Improvement Team (Curriculum Leaders, Teachers and Parents) work together for the betterment of our school community. The School Improvement Team will meet regularly (a minimum of once per quarter) to discuss items pertaining to the instructional program, student assessment data (Ed Performance Series SCANTRON, MEAP and SCHOLASTIC Reading Inventory), student and staff safety, parental involvement and program development across the grades.

Although the Administrators make the final decisions pertaining to the school and the staff, parents are encouraged to present ideas to the School Improvement Team and work collaboratively for the advancement of all students.

Decisions for things such as class schedules, student placements and curriculum selections, a collaboration of teachers and administrators will meet, plan and discuss. All stakeholders are involved in the process by surveys, preview and question and answer.

Additionally, surveys are requested from staff, parents and students to collect data and opinions regarding programs and services.

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

Assistance to students having difficulty mastering standards is an ongoing process. As soon as the school year begins, services are implemented using the most current data available. New students entering the district are assessed and ranked immediately. After the first two weeks of the school year, there is enough data to prioritize students requiring services by severity. After 8 weeks of instruction and services, students are re-evaluated to measure growth, ranked and serviced accordingly. This process is repeated quarterly to reclassify students and identify relevant benchmark deficits school wide and individually.

10. Coordination and Integration of Federal, State and Local Programs and Resources

Coordination of Federal, State and Local programs and resources are based upon information gathered from the needs analysis; parent,

teacher and student surveys; and the latest research available that support the mission and vision of the school. Programs and services requiring professional development for implementation are also funded relative to the findings.

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

After close review of our data, the available research as well as student performance indicators, the stakeholders of Commonwealth Community Development academy identifies the University of Chicago Mathematics Program (EM) as well as the Success for All Reading School reform model (SFA) as our instructional programs to improve our Reading and Mathematics Scores. One reason we were attracted to these programs is because BOTH outline ongoing research to build students' capacity in learning. Additionally, they are recognized as great reform models for at-risk students. Not only are the programs frequently evolving, the programs provide support from trained facilitators that look at the school's progress in areas of building leadership capacity, fostering a healthy, safe and supportive learning environment as well as focusing on student, professional and system learning as outlined in "Turning high-poverty schools into performing schools" (Parrett, W. and Budge, K, 2012). Furthermore, both programs are researched-based and have a track-record of improving students' ability in Mathematics and Reading. After close review both programs support measures in improving parent participation, fidelity of instruction as well as data analysis which all lead to building students capacity.

Evaluation:

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

A review of the data for each school wide program is reviewed quarterly to determine effectiveness of programs and services toward meeting achievement goals. Measurements are determined by lexile scores on Scholastic Reading Inventory and Ed Performance SCANTRON for reading and grade level benchmark range targets for Mathematics, English Language Arts, Science and Social Studies. Student scores are tracked and compared to intervention services received to determine growth rate.

The findings dictate adjustments to programs and services. The goals are adjusted to reflect the current needs identified during the data dialogues.

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

A comparative analysis is conducted between MEAP, Ed Performance SCANTRON, Scholastic Reading Inventory and Everyday Mathematics Unit Assessments to verify consistency with achievement outcomes. Depending on the point in time for the assessment administered, the data may be used to forecast student achievement results.

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

Student receiving services from school wide programs are administered pre and post tests to measure the effectiveness of services. Goals are set to assist students with focusing on their individual growth needs. Students not making significant gains after 2 assessment cycles are referred to the school Solutions Team for further investigation, plan of action and ultimately, referral for IEP services, if necessary.

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

After holding component meetings, adjusting instruction and follow-up assessments, consultation with point trainers is sought to determine next instructional steps and any school wide improvement planning that may be required.

Improved Reading Strategies

Overview

Plan Name

Improved Reading Strategies

Plan Description

Effective reading strategies will be implemented across all content areas to improve student performance.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	High Quality PD and Coaching	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$10000

Goal 1: High Quality PD and Coaching

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of improved performance toward grade level mastery or above grade level performance within one school year in Reading by 06/05/2014 as measured by achievement growth on the Scholastic Reading Inventory, SCANTRON Performance Series and MEAP.

Strategy 1:

Professional Development - Staff will participate in a series of professional development sessions for numerous components of the Success for All Research-based reform model to meet the expectations for curriculum fidelity and set the school culture. The sessions will include High-quality Instruction in Kinder Corner, Roots, Wings and Edge; Cooperative Learning, Leading for Success, and Leadership Conference.

The strategies learned in these sessions will carry over into all content areas, especially strategies pertaining to expository text.

Category:

Research Cited: Learning should be fun and engaging. SFAF's powerful instructional model is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Lessons are enriched with multimedia, puppet skits, and videos to keep the focus on fun and learning. Classroom resources and detailed lesson guides, designed to maximize support and minimize teacher preparation, help guide effective instruction. Skill development and application are reinforced through positive peer interaction and student feedback resulting in rapid advancement in reading. Interactive lessons are fully aligned to the Common Core State Standards.

(<http://www.successforall.org/Early-Childhood/Powerful-Instruction/>)

Tier:

Activity - SFA Cooperative Learning Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Commonwealth Community Development Academy

<p>All instructional staff will participate in professional develop to learn effective strategies for engaging students in reading. Reading techniques such as Word Power and Clarification will improve grammar usage, vocabulary and sentence structure. Motivation will be encouraged through positive behavior management and celebrations. Cooperative Learning strategies will be implemented through professional development with the entire school staff to set the expectations for the philosophy and culture throughout the building. Commonwealth Community Development Academy SIP</p>	<p>Professiona l Learning</p>			<p>08/21/2013</p>	<p>06/11/2014</p>	<p>\$10000</p>	<p>Title I Part A</p>	<p>Instructiona l Leaders, Instructiona l staff and Tutors will be responsible for learning, establishing and maintaining the specified structures in all learning environmen ts.</p>
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Activity - Instructional Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional leaders will complete daily classroom walk-through's to observe and document implementation of instruction and student engagement. Feedback will be provided to the teachers no later than the end of the day, when corrective action is necessary. All documentation will be used to develop and support teachers in progressing toward meeting their identified goals.</p>	<p>Professiona l Learning</p>			<p>09/03/2013</p>	<p>06/11/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The school administrat or, academic coaches and the reading facilitator will collaborativ ely conduct observation , walk- throughs and implement professiona l learning plans as needed.</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Observations	Instructional leaders will complete daily classroom walk-through's to observe and document implementation of instruction and student engagement. Feedback will be provided to the teachers no later than the end of the day, when corrective action is necessary. All documentation will be used to develop and support teachers in progressing toward meeting their identified goals.	Professional Learning			09/03/2013	06/11/2014	\$0	The school administrator, academic coaches and the reading facilitator will collaboratively conduct observation, walk-throughs and implement professional learning plans as needed.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Priority Single-Building-District Improvement Plan

Commonwealth Community Development Academy

<p>SFA Cooperative Learning Structure</p>	<p>All instructional staff will participate in professional develop to learn effective strategies for engaging students in reading. Reading techniques such as Word Power and Clarification will improve grammar usage, vocabulary and sentence structure. Motivation will be encouraged through positive bahavior management and celebrations. Cooperative Learning strategies will be implemented through professional development with the entire school staff to set the expectations for the philosophy and culture throughout the building. Commonwealth Community Development Academy SIP</p>	<p>Professional Learning</p>			<p>08/21/2013</p>	<p>06/11/2014</p>	<p>\$10000</p>	<p>Instructional Leaders, Instructional staff and Tutors will be responsible for learning, establishing and maintaining the specified structures in all learning environments.</p>
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Mathematics Improvement Plan

Overview

Plan Name

Mathematics Improvement Plan

Plan Description

Technology will be used to enhance mathematics curriculum and improve student performance.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Commonwealth Academy will effectively improve by 10% in Mathematics measured on all standardized exams (Ed Performance SCANTRON, M STEPS and Scholastic Reading Inventory) by June 10, 2016.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$17500

Goal 1: All students at Commonwealth Academy will effectively improve by 10% in Mathematics measured on all standardized exams (Ed Performance SCANTRON, M STEPS and Scholastic Reading Inventory) by June 10, 2016.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency to reflect 10% achievement growth in Reading by 06/10/2016 as measured by SCANTRON and M STEPS..

Strategy 1:

Math Manipulative & Technology Integration - Teachers and Tutors will participate in Math workshop to learn effective planning strategies to incorporate uses of technology into mathematics. Lessons will be implemented using the E-Suite Deluxe subscription for Everyday Mathematics to demonstrate math concepts, and have students experience critical thinking skills while engaged in the math games.

Category:

Research Cited: Everyday Math © 2012

Grade Levels Pre-K - 6

Built for Success

Everyday Mathematics® enables students to build conceptual understanding, computational fluency, and real-world problem-solving skills. The University of Chicago School Mathematics Project continues to develop Everyday Mathematics® to enable students to become strong mathematical citizens for the 21st century.

Digital Student Math Journals are now available

<https://www.mheonline.com/program/view/1/16/2442/evmath2012/2444/0076577783/>

Tier:

Activity - Matth PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Commonwealth Community Development Academy

Staff will participate in PD on Getting started with eSuite Deluxe to incorporate technology and common core planning in lessons for greater student engagement and immediate feedback.	Academic Support Program, Technology, Professional Learning, Direct Instruction, Curriculum Development			08/31/2015	06/03/2016	\$0	No Funding Required	Administrators, Curriculum Coaches, Classroom teachers, Tutors
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Activity - Digital Math Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete their math assignments in electronic journals using iPads or computers.	Academic Support Program, Technology			08/31/2015	06/03/2016	\$2500	Title I Part A	School leaders, Instructional coaches, classroom teachers and tutors

Activity - Friday Night Lock In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Friday Night Lock In sessions to secure learning goals through project-based learning, life skill application and simulated experiences. They will have competitions in math facts, academic games math model building.	Academic Support Program, Technology, Direct Instruction			08/31/2015	06/03/2016	\$15000	Title I Schoolwide	Leadership Team, Instructional Staff including Tutors, Bus Drivers, Foodservice and Custodians

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Matth PD	Staff will participate in PD on Getting started with eSuite Deluxe to incorporate technology and common core planning in lessons for greater student engagement and immediate feedback.	Academic Support Program, Technology, Professional Learning, Direct Instruction, Curriculum Development			08/31/2015	06/03/2016	\$0	Administrators, Curriculum Coaches, Classroom teachers, Tutors

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Friday Night Lock In	Students will participate in Friday Night Lock In sessions to secure learning goals through project-based learning, life skill application and simulated experiences. They will have competitions in math facts, academic games math model building.	Academic Support Program, Technology, Direct Instruction			08/31/2015	06/03/2016	\$15000	Leadership Team, Instructional Staff including Tutors, Bus Drivers, Foodservice and Custodians

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Priority Single-Building-District Improvement Plan

Commonwealth Community Development Academy

Digital Math Journals	Students will complete their math assignments in electronic journals using iPads or computers.	Academic Support Program, Technology			08/31/2015	06/03/2016	\$2500	School leaders, Instructional coaches, classroom teachers and tutors
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Scientific Investigation Method

Overview

Plan Name

Scientific Investigation Method

Plan Description

School wide, the use of the scientific investigation method will be used to improve student performance in science.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Science Goals and Plan	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$7000

Goal 1: Science Goals and Plan

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 10% gain in Science by 06/03/2016 as measured by Ed Performance SCANTRON and M STEPS.

Strategy 1:

Science PD - Teachers and Tutors will participate in Professional Development to learn and experience the Scientific Investigation Method and proper report preparation/presentation to be able to present the process to parents and students. Common Core lesson planning will be applied to the lessons and models.

Category:

Research Cited: Transitioning to an integrated course sequence: http://www.michigan.gov/documents/mde/Course__Model_Resource__Std_Neutral_-10-16-14_471740_7.pdf

Tier:

Activity - PD on Common Core Science Investigation Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PD to learn how common core lesson planning, science investigation method and project preparation.	Professional Learning			08/31/2015	06/03/2016	\$5000	Title II Part A	Coaches, school leaders, teachers and tutors
Activity - Parent Science Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will participate in a workshop to learn what a science project entails, how to conduct an investigation, collect data and develop a report according to science standards.	Academic Support Program, Parent Involvement			11/02/2015	06/03/2016	\$1000	Title II Part A	Administrator, Curriculum Coaches, Teachers, Tutors
Activity - Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will effectively use the Scientific Investigation Method to conduct research and analysis, and prepare science project boards to reflect their study outcomes. Students will be supplied with science boards, title cards and basic science materials to conduct their investigations.	Academic Support Program			11/02/2015	06/03/2016	\$1000	Title I Part A	Teachers, Tutors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Science Workshop	Parents will participate in a workshop to learn what a science project entails, how to conduct an investigation, collect data and develop a report according to science standards.	Academic Support Program, Parent Involvement			11/02/2015	06/03/2016	\$1000	Administrator, Curriculum Coaches, Teachers, Tutors
PD on Common Core Science Investigation Planning	Teachers will participate in PD to learn how common core lesson planning, science investigation method and project preparation.	Professional Learning			08/31/2015	06/03/2016	\$5000	Coaches, school leaders, teachers and tutors

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Fair	Students will effectively use the Scientific Investigation Method to conduct research and analysis, and prepare science project boards to reflect their study outcomes. Students will be supplied with science boards, title cards and basic science materials to conduct their investigations.	Academic Support Program			11/02/2015	06/03/2016	\$1000	Teachers, Tutors

2015 Improved Reading Goals

Overview

Plan Name

2015 Improved Reading Goals

Plan Description

Reading goals have been updated to reflect findings from component team dialogue, study of the instructional learning cycle and SI needs analysis.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Improve Student Reading Skills	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$55658

Goal 1: Improve Student Reading Skills

Measurable Objective 1:

60% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 10% improved performance toward grade level mastery or above grade level performance within one school year in Reading by 06/09/2016 as measured by achievement growth on the Scholastic Reading Inventory, Ed Performance SCANTRON Series and M STEPS exams..

Strategy 1:

Professional Development - Staff will participate in a series of professional development sessions for numerous components of the Success for All Research-based reform model to meet the expectations for curriculum fidelity and set the school culture. The sessions will include High-quality Instruction in Kinder Corner, Roots, Wings and Edge; Cooperative Learning, Leading for Success, and Leadership Conference.

The strategies learned in these sessions will carry over into all content areas, especially strategies pertaining to expository text.

Category:

Research Cited: Learning should be fun and engaging. SFAF's powerful instructional model is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Lessons are enriched with multimedia, puppet skits, and videos to keep the focus on fun and learning. Classroom resources and detailed lesson guides, designed to maximize support and minimize teacher preparation, help guide effective instruction. Skill development and application are reinforced through positive peer interaction and student feedback resulting in rapid advancement in reading. Interactive lessons are fully aligned to the Common Core State Standards.

(<http://www.successforall.org/Early-Childhood/Powerful-Instruction/>)

Tier: Tier 1

Activity - SFA Cooperative Learning Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Administrators and Reading Curriculum Coach will attend the National SFA Foundation Experienced Site Conference to refine leadership and coaching strategies relative to curriculum updates in reading (Train-the-Trainer Model). SFA Foundation Point Trainers will make visits to the school campus to continue coaching the leadership team by making observations during reading instruction to assess fidelity of the curriculum; to review assessment data and set goals for gains analysis. All instructional staff will participate in professional development to learn effective strategies for engaging students in reading. Reading techniques such as Word Power and Clarification will improve grammar usage, vocabulary and sentence structure. Motivation will be encouraged through positive behavior management and celebration assembly to present certificates and rewards such as chapter novels and story books, pencils, paper, notebooks, folders, etc. Cooperative Learning strategies will be implemented through professional development with the entire school staff to set the expectations for the philosophy and culture throughout the building.</p>	<p>Professional Learning</p>		<p>Monitor</p>	<p>08/31/2015</p>	<p>06/09/2016</p>	<p>\$14500</p>	<p>Title I Part A, Title II Part A</p>	<p>Instructional Leaders, Instructional staff and Tutors will be responsible for learning, establishing and maintaining the specified structures in all learning environments.</p>
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Activity - Instructional Observations & Modeling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional leaders will complete daily classroom walk-through's to observe and document implementation of instruction and student engagement. Feedback will be provided to the teachers no later than the end of the day, when corrective action is necessary. All documentation will be used to develop and support teachers in progressing toward meeting their identified goals.</p> <p>In some cases, substitute teachers will be scheduled to replace the classroom teacher so that the classroom teacher will be able to model instruction of an identified need based on the observation. Substitutes will also cover classes for teachers involved with Greater Coaching Strategies and School Improvement meetings.</p>	<p>Professional Learning</p>		<p>Monitor</p>	<p>08/31/2015</p>	<p>06/09/2016</p>	<p>\$7000</p>	<p>Title II Part A</p>	<p>The school administrator, academic coaches and the reading facilitator will collaboratively conduct observation, walk-throughs and implement professional learning plans as needed.</p>

Activity - Success for All Experienced Site Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Commonwealth Community Development Academy

3 academic leaders will attend the National Success for All Experienced Sight Conference to receive curriculum research and updates. The train-the-trainer model will be implemented upon return to teach the remaining staff. This activity does require out of state travel, due to the Success for All Foundation determining conference locations based upon overall school contract participation. Conference registration, airline and hotel expenses will be required.	Academic Support Program, Technology , Professional Learning, Curriculum Development, Teacher Collaboration			08/31/2015	06/30/2016	\$5000	Title II Part A	Administrators, Curriculum Coaches and Teachers
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Strategy 2:

Improved Parental Support & Involvement - Parents will be encouraged to attend sessions to learn how to support their child academically by reviewing performance reports, learning their role during homework sessions and learning how to effectively use resources such as electronic tools, coaching their child through homework exercises and properly communicate with school officials regarding the progress of their child/children.

Category:

Research Cited: BENEFITS OF PARENT ENGAGEMENT

Students achieve more, regardless of socio-economic status, ethnic/racial background or the parents' education level.

Students have higher grades and test scores, better attendance, and complete homework more consistently.

Students have higher graduation rates and greater enrollment rates in post-secondary education.

Educators hold higher expectations of students whose parents collaborate with the teacher.

Student achievement for disadvantaged children not only improves, but can also reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains.

Children from diverse cultural backgrounds perform better when parents and professionals collaborate to bridge the gap between the culture at home and at the learning institution.

Student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent engagement increases.

Students keep pace with academic performance if their parents participate in school events, develop a working relationship with educators, and keep up with what is happening with their child's school.

Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future. Students whose parents are not involved, on the other hand, are more likely to drop out of school.

www.michigan.gov/mde: Parental Involvement

Tier:

Activity - Raising Readers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will participate in workshops to learn techniques and strategies to coach their child while they are practicing reading fluency and using grammar correctly to retell their comprehension of what was read. They will use practice workbooks and writing journals to support each focus skill as implemented.	Parent Involvement		Monitor	08/31/2015	06/09/2016	\$4000	Title I Part A	Reading Coach, Teachers, Tutors,
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Strategy 3:

Student Engagement in Reading Strategies - Students will: practice reading fluency and strategies using short stories and chapter novels; practice usage of grammar through cooperative learning dialogue, dramatic play roles and writing activities/projects. Workbook activities will coincide with focus skills, journals and reading logs will document practice of reading and assessments will measure growth every 8 weeks. Students will interact with their parents to read aloud, practice vocabulary usage and writing.

It is vital for parents to be able to support their child to foster a love and appreciation for high-level reading skills.

Category:

Research Cited: We must all be relentless.

The future of our children depends on their knowing how to think, read, write, and compute. The future of our country and our world depends on our children. That means we must all be relentless in our pursuit of what works. At the Success for All Foundation, we pledge to do everything in our power to help schools make a difference in the lives of their students. We ask that you do the same. Together, with a relentless sense of personal responsibility and a focus on the individual child, we can work wonders. www.successforall.org Our Culture and Beliefs

Tier:

Activity - Extended Day ELA Lock-In	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete an ELA project through inquiry/research, take notes, organize their writing and report orally on a theme provided at the beginning of the lock-in. Each lock-in will focus on a different content area, however, the lock-in model will require project-based learning. Students will need writing journals, pens, pencils, computers, ipads, wi-fi to conduct research, and may require a field trip to the public library.	Academic Support Program		Implement	12/01/2015	06/10/2016	\$3298	Title I Part A	Administrator, Reading Facilitator, Academic Coaches, Teachers
Activity - Transportation for Lock-Ins	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who normally take the school bus after the normal school day will have the opportunity to attend the extended day session and have a ride home afterward.	Other - Transportation after Lock-In			12/01/2015	06/10/2016	\$960	Title I Part A	Administrator, Bus Drivers

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Activity - Project-Based field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in project-based learning activities and exploration through field trips by conducting research and comparing their experiences to the application of expected theory. Teachers will collaborate and plan field trips, including admission fees, relative to the project theme (such as community garden beds) and alignment to common core standards and standardized assessment.	Field Trip, Academic Support Program, Teacher Collaboration			11/02/2015	06/10/2016	\$14400	Title I Part A	Administrators, teachers, bus drivers, academic coaches
Activity - PD for Project-based Learning Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
12 teachers will participate in PD focusing on Project-based Learning and High Quality Lesson Planning.	Field Trip, Materials, Technology, Academic Support Program, Curriculum Development, Teacher Collaboration		Implement	08/31/2015	06/10/2016	\$2500	Title I Part A	Administrators, teachers, academic coaches
Activity - Snacks for Friday Night Lock-Ins	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with a light snack since they will be in school until 9:00 p.m. during each Friday Night session.	Other - Provide a light snack for students during extended school day hours.		Implement	12/04/2015	06/03/2016	\$4000	Title I Part A	Administrator, food service staff, teachers, tutors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
SFA Cooperative Learning Structure	Administrators and Reading Curriculum Coach will attend the National SFA Foundation Experienced Site Conference to refine leadership and coaching strategies relative to curriculum updates in reading (Train-the-Trainer Model). SFA Foundation Point Trainers will make visits to the school campus to continue coaching the leadership team by making observations during reading instruction to assess fidelity of the curriculum; to review assessment data and set goals for gains analysis. All instructional staff will participate in professional develop to learn effective strategies for engaging students in reading. Reading techniques such as Word Power and Clarification will improve grammar usage, vocabulary and sentence structure. Motivation will be encouraged through positive behavior management and celebration assembly to present certificates and rewards such as chapter novels and story books, pencils, paper, notebooks, folders, etc. Cooperative Learning strategies will be implemented through professional development with the entire school staff to set the expectations for the philosophy and culture throughout the building.	Professional Learning		Monitor	08/31/2015	06/09/2016	\$4500	Instructional Leaders, Instructional staff and Tutors will be responsible for learning, establishing and maintaining the specified structures in all learning environments.

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Instructional Observations & Modeling	<p>Instructional leaders will complete daily classroom walk-through's to observe and document implementation of instruction and student engagement. Feedback will be provided to the teachers no later than the end of the day, when corrective action is necessary. All documentation will be used to develop and support teachers in progressing toward meeting their identified goals.</p> <p>In some cases, substitute teachers will be scheduled to replace the classroom teacher so that the classroom teacher will be able to model instruction of an identified need based on the observation. Substitutes will also cover classes for teachers involved with Greater Coaching Strategies and School Improvement meetings.</p>	Professional Learning		Monitor	08/31/2015	06/09/2016	\$7000	The school administrator, academic coaches and the reading facilitator will collaboratively conduct observation, walk-throughs and implement professional learning plans as needed.
Success for All Experienced Sight Conference	3 academic leaders will attend the National Success for All Experienced Sight Conference to receive curriculum research and updates. The train-the-trainer model will be implemented upon return to teach the remaining staff. This activity does require out of state travel, due to the Success for All Foundation determining conference locations based upon overall school contract participation. Conference registration, airline and hotel expenses will be required.	Academic Support Program, Technology, Professional Learning, Curriculum Development, Teacher Collaboration			08/31/2015	06/30/2016	\$5000	Administrators, Curriculum Coaches and Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD for Project-based Learning Lessn Planning	12 teachers will participate in PD focusing on Project-based Learning and High Quality Lesson Planning.	Field Trip, Materials, Technology, Academic Support Program, Curriculum Development, Teacher Collaboration		Implement	08/31/2015	06/10/2016	\$2500	Administrators, teachers, academic coaches

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Project-Based field Trips	Students will engage in project-based learning activities and exploration through field trips by conducting research and comparing their experiences to the application of expected theory. Teachers will collaborate and plan field trips, including admission fees, relative to the project theme (such as community garden beds) and alignment to common core standards and standardized assessment.	Field Trip, Academic Support Program, Teacher Collaboration			11/02/2015	06/10/2016	\$14400	Administrators, teachers, bus drivers, academic coaches
SFA Cooperative Learning Structure	Administrators and Reading Curriculum Coach will attend the National SFA Foundation Experienced Site Conference to refine leadership and coaching strategies relative to curriculum updates in reading (Train-the-Trainer Model). SFA Foundation Point Trainers will make visits to the school campus to continue coaching the leadership team by making observations during reading instruction to assess fidelity of the curriculum; to review assessment data and set goals for gains analysis. All instructional staff will participate in professional development to learn effective strategies for engaging students in reading. Reading techniques such as Word Power and Clarification will improve grammar usage, vocabulary and sentence structure. Motivation will be encouraged through positive behavior management and celebration assembly to present certificates and rewards such as chapter novels and story books, pencils, paper, notebooks, folders, etc. Cooperative Learning strategies will be implemented through professional development with the entire school staff to set the expectations for the philosophy and culture throughout the building.	Professional Learning		Monitor	08/31/2015	06/09/2016	\$10000	Instructional Leaders, Instructional staff and Tutors will be responsible for learning, establishing and maintaining the specified structures in all learning environments.
Raising Readers	Parents will participate in workshops to learn techniques and strategies to coach their child while they are practicing reading fluency and using grammar correctly to retell their comprehension of what was read. They will use practice workbooks and writing journals to support each focus skill as implemented.	Parent Involvement		Monitor	08/31/2015	06/09/2016	\$4000	Reading Coach, Teachers, Tutors,
Extended Day ELA Lock-In	Students will complete an ELA project through inquiry/research, take notes, organize their writing and report orally on a theme provided at the beginning of the lock-in. Each lock-in will focus on a different content area, however, the lock-in model will require project-based learning. Students will need writing journals, pens, pencils, computers, ipads, wi-fi to conduct research, and may require a field trip to the public library.	Academic Support Program		Implement	12/01/2015	06/10/2016	\$3298	Administrator, Reading Facilitator, Academic Coaches, Teachers

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Transportation for Lock-Ins	Students who normally take the school bus after the normal school day will have the opportunity to attend the extended day session and have a ride home afterward.	Other - Transportation after Lock-In			12/01/2015	06/10/2016	\$960	Administrator, Bus Drivers
Snacks for Friday Night Lock-Ins	Students will be provided with a light snack since they will be in school until 9:00 p.m. during each Friday Night session.	Other - Provide a light snack for students during extended school day hours.		Implement	12/04/2015	06/03/2016	\$4000	Administrator, food service staff, teachers, tutors