



## **Redesign Plan**

### **Commonwealth Community Development Academy**

**Commonwealth Community Devel. Academy**

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# Executive Summary

## Introduction

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

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

## Description of the School

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

Authorized by Eastern Michigan University in 1996, Commonwealth originally opened to service grades 6-8 by the Founder and Executive Administrator, Dr. Cullian W. Hill and his late wife, Mrs. Lucille Hill. In 1998, Grades K-5 was added to strengthen the academic ability of students prior to reaching grade 6. Commonwealth is currently a K-8th grade building located in northeast Detroit. The campus includes the main building with 9 classrooms and the gymnasium/multi-purpose room, 4 portable modular buildings which house 7 classrooms; a 25 station Technology Lab, a new state-of-the-art Science lab, and Dance studio. The Executive Administrator heads the school, overseeing the duties of the Assistant Executive Administrator/Building Administrator, and the Success for All Facilitator. Although the campus can effectively service 400 students, maximum enrollment during the 2012 - 2013 school year was 273 students.

The local community of Commonwealth Community Development Academy has experienced a steady decline of residents/families and businesses over the past 10 years. The availability of housing has diminished due to low economic status of tenants and poor maintenance of properties by landlords/owners.

Families seeking quality instruction and a warm, inviting learning environment, entrust the academic careers of their children to CCDA, despite to external conditions of the immediate community.

Students in grades Kindergarten through fifth grade are taught in self-contained classes, with the exception of reading. Maximum class size is 20 for the Kindergarten class and 25-30 for grades 1-8. Grades six through eight platoons to each of their class subjects to maximize instruction and impact learning. All teachers are Highly Qualified. Commonwealth currently has two Kindergarten classes and one class in each grade level 1-8. Planning periods are arranged so that grade levels can meet to discuss alignment of the Curriculum, and lesson planning. The Principal, Reading Facilitator and Mentoring Teachers track lesson plans and curriculum mapping. Curriculum mapping is done by grade level at least two weeks in advance. The school holds weekly staff meetings on Thursday to address instructional best practices, school policies, and upcoming events, and professional development.

There are three Tutors who work with students to build their phonemic awareness and comprehension skills. The Tutors also assist instructors with academically challenged students by providing one-on-one assistance. In addition, the tutors remain a valuable resource in reducing student to teacher ratio.

Commonwealth's reading curriculum was founded with the research-based model, Success for All Reading Program (SFA). This program is a comprehensive, accelerated program designed to equip beginning readers with foundation skills, later transitioning into more challenging curriculum. Students are assessed every eight weeks utilizing the Roots Assessment or Scholastic Reading Inventory Test (SRI) to determine mastery level and then regrouped according to their growth. Teachers are also involved in the process by evaluating individual student progress and making placement recommendations at the end of each quarter. The SFA reading curriculum requires an uninterrupted 90-minute reading block in order to maintain the integrity of the program. Parents and students are consistently encouraged to read for 20 minutes every night.

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mathematics curriculum written as a part of the University of Chicago School Mathematics Program (UCSMP). Games and explorations are an important part of the program, which develop new concepts, and the use of skills in contextual situations. A homework plan is built in to reinforce the practice of skills and development of concepts outside of the school setting. A key component of structuring practice outside of the classroom is helping parents and children grow together mathematically. Technology components of the program such as eSuite and Pin Point have been integrated into the curriculum to enhance student engagement and skill set.

## School's Purpose

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

### MISSION STATEMENT

The Commonwealth Community Development Academy shall challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and cooperation between faculty, parents and students.

### EDUCATIONAL BELIEFS

Commonwealth Community Development Academy staff, parents, students, and community believe...

All students can learn

Learning styles of students differ

All students are highly valued

Individual needs and differences are respected

The learning of student sis our most important priority

Students must be adequately prepared for self-determination

and participation as contributing members of a global society

Students must be taught to understand and appreciate that cultural diversity enriches our lives

High expectations impact favorably upon achievement

Students deserve to be educated in a safe, clean and supportive environment

Education is most effective through the collaboration of home, school, and community

It takes a village to raise a child

Availability of all programs and services designed to eliminate low performing students is offered to all students without reservation. Students are conference one-on-one to identify learning challenges, understand what their individual learning plan means, and set learning goals.

## **Notable Achievements and Areas of Improvement**

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

Over the past three ears, Commonwealth has been acknowledged as follows:

2013 - Identified by the Detroit Pistons Organization as a "Game Changer"

2012 - Demonstrated closure of the achievement gap in reading, maath and writing for low-performing students

2005 through June, 2012: 8 consecutive years Adequate Yearly Progress (AYP)

2012 - Awarded a \$50,000 playground by the Kaboom Organization and the Knight Foundation

2011 - Identified by the Skillman Foundation as a Continuous Improving School

2010 - Identified by the Skillman Foundation as a Continuous Improving School

2010 - Awarded \$50,000 technology grant by Skillman Foundation

2010 - Success for All Foundation High Performing School

The achievement plan for the next three years include:

70% of students mastering and sustaining grade level performance goals

Increasing student enrollment to 325 students

Strengthening community relations with families and local businesses

## **Additional Information**

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

As Commonwealth anticipates expansion of student enrollment, we are seeking partnerships with corporations who have an interest in providing experiences that will help students shape their future academic and career paths. It is important for students to experience application of knowledge and skill during daily tasks.

# Priority School Assurances

## **Introduction**

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

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Form

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Administrator Evaluation Form Draft

# **Operational Flexibility Assurance**

## **Introduction**

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

### Assurance of Operational Flexibility

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

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	A collective bargaining agreement is not in existence.	

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

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	A collective bargaining unit does not exist.	

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Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes		Assurance Signature Page

# Transformation Redesign Diagnostic

## Introduction

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

**PART A: REFORM TEAM PERSONNEL**

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

Dr. Cullian W. Hill, Executive Administrator, chill@cwdacademy.com  
Angela D. Moore, Assistant Executive Administrator, amoore@cwdacademy.com  
Dana N. Wade, Success for All Reading Facilitator, dwade@cwdacademy.com  
Nicholas Smith, Technology Coordinator, nsmith@cwdacademy.com  
David Waddington, Social Studies Teacher, dwaddington@cwdacademy.com  
Nicole Johnson, Science Teacher, njohnson@cwdacademy.com  
Danielle Massey, Third Grade Teacher, dmassey@cwdacademy.com  
Toymika Thomas, Kindergarten Teacher, tthomas@cwdacademy.com  
Ena Ausbrook, Parent, enaausbrooks@gmail.com  
Soloman Spann, Board President, spann3@comcast.net  
Cynthia Smith, Board Member, cynthia.smith@nationalcity.com  
Sharon Floyd, Step Up to Writing Coach, sfloyd@cwdacademy.com

## **PART B: TEACHING AND LEARNING PRIORITIES**

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

Big Idea # 1: Significantly improve student growth in the four major content areas (reading, math, science and social studies) by improving instructional fidelity and tutoring services through professional development and coaching .

Big Idea # 2: Engage students in analyzing and owning their Scholastic Reading Inventory, SCANTRON, MEAP data to promote accountability for learning behaviors and academic growth. Assess students and set learning goals for each quarter and re-assess their progress at the end of each quarter for new placements. Additionally, students individual support services will be aligned with SFA Tutoring, Pin Point Math and the Science and Social Studies data collection and analysis during the school day curriculum.

Big Idea # 3: Redesign the support systems for teachers and tutors by increasing the frequency of component meetings, data dialogues and goal-setting.

**State what data were used to identify these ideas**

Student achievement data from standardized assessments, classroom and curriculum assessments, as well as instructional observation data, attendance data and parental involvement data were all reviewed to identify contributing factors leading to poor performance. Although FAY students demonstrate growth in reading, math and writing, the performance indicators are well below the state benchmarks in all content areas. When achievement data from tutoring services and enrichment programs were reviewed, it was noted that students make gains in their performance, however, the quality of instruction, in addition to the intervention curriculum must be strengthened to improve rapid growth. Professional development must include all stakeholders: school leaders, coaches, facilitators, classroom teachers and tutors and include data analysis to customize the PD for specific relevancy.

Some adjustments have been implemented to expedite the process of rapid improvement such as updating the nightly read-and-respond forms to include individual student lexile scores and their targeted reading goal; and randomly interviewing students to check their knowledge of their scores/data and what it represents. The mathematics curriculum includes self-monitoring checklists for each unit and helps students identify strengths and weaknesses in math concepts in order to target tutoring segments and activities within the electronic math curriculum. Data walls are being incorporated throughout the building to impress the urgency upon students to remain focused.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

Indicator 1A: Principal Replacement

The Board of Directors and the Executive Administrator have carefully considered the competencies required to turn the school around from its present state of Priority status and has opted to leave the current principal, Mrs. Angela Moore, as principal, who meets all five turnaround competencies. She has demonstrated a successful track record with turning the school into a thriving, successful unit and is capable of repeating that success under the Priority School constraints. Having lead the school through transformation in 2006, the Board of Directors and Executive Administrator is confident that Mrs. Moore can successfully turn the school around again. She can lead the staff, parents and students through the process of restructuring to achieve the desired results.

The current principal's "turnaround competencies" are as follows:

1. Angela has presented a proposal which identifies and focuses on early wins and big payoffs by utilizing data to motivate all stakeholders. A study of the MEAP, Ed Performance Web Based SCANTRON, Scholastic Reading Inventory and classroom assessments identified common weaknesses in reading and mathematics that can easily be addressed to instantly increase the number of students demonstrating grade level mastery in grades 3-8.
2. Mrs. Moore reaches outside of traditional schoolhouse trends to develop aggressive learners. A culture has already been developed whereas all students will learn in a safe and secure environment and cooperative learning groups. Baseline data is used to set individual expectations and goals, whether the student is new to the district or continuing in the district. Using a "This is Commonwealth!" approach and promoting self-belief, students set goals that can be measured on a quarterly basis, she has break organizational norms;
3. Realizing the urgency to make rapid achievement gains, Mrs. Moore works with staff to set data driven expectations, monitor implementation, and make adjustments as needed during weekly component and progress meetings; instead of waiting for quarterly grade reports.
4. Communicating with all stakeholders through the use and display of data, Mrs. Moore is capable of effectively leading staff through positive, effective change. She has demonstrated comprehensive knowledge of coordinating data to accurately identify needs and develop plans accordingly.
5. Mrs. Moore has demonstrated success with building a winning team dedicated to making a difference with students of low-economic status and multiple indicators or "at-risk" attributes through the use of research-based curriculum with fidelity and rigor. Mrs. Moore has already restored a high-quality instructional staff and a nurturing environment with her commitment and passion for the integrity/fidelity of the research-based programs.

### Indicator 1B: Build Leadership Capacity

A successful transformation of a low performing school requires a shift in the practices of leadership. Therefore, professional learning revisions will begin with the Board of Directors, the Executive Administrator (Superintendent), and the Principal. Additionally, other members of the leadership team including the reading facilitator, math coach, writing coach and technology coordinator will participate in professional development, establishing a common goal of maintaining the integrity of the culture and curriculum of the school.

The Board Workshop will be offered through the Charter Schools Office of Eastern Michigan University and all members will be required to participate, learning to support the goals of the school through data driven decisions. The Executive Administrator and the Principal will attend monthly leadership sessions offered by the Charter Schools Office of Eastern Michigan University, exploring resources and reviewing data to measure growth and conduct comparative analysis of similar demographics. The principal and curriculum coaches will revisit the leadership expectations designed within each of the research-based models, Success for All and Everyday Mathematics and Step Up to Writing, as well as attend the leadership seminars provided by each program to redesign the leadership characteristics that will promote cohesiveness and fidelity amongst all stakeholders. They will focus on learning implementation of models of effective strategies to use data to lead teachers through identification of instructional deficits and make adjustments accordingly.

Leadership support services offered by EMU, SFA, EM and SUTW include monthly data dialogue sessions, campus visits and classroom walk-through's, on-site PD and feedback sessions, and peer reviews, with the data being publicly posted in the appropriate manner for the setting, such as staff lounge, classrooms and hallways. Support for implementation, data analysis and goal-setting from the trainers of the curriculum programs is ongoing and accessible to the entire instructional team.

Continuing the efforts of successful practices, the staff will engage in best practices through train-the-trainer models and observations during actual classroom instruction.

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

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

Instructional effectiveness is developed through leadership academies in each of the major content areas and professional development for all instructional staff and tutors. The professional development sessions are derived through the research-based programs: Success for All, Everyday Mathematics and Step Up to Writing. Through the strategies and the supplemental activities developed from these programs, in conjunction with the pedagogy, classroom teachers and tutors are able to incorporate consistency with instruction and expectations. School leaders, Facilitators, and Coaches assigned to each content area will monitor the fidelity of instructional implementation and collect assessment data to guide goal setting and determine next steps.

Monitoring of instruction is a daily activity and will generate instant feedback either through conversation and review of the walk-through form, or a component meeting, which will include data dialogue and charting next steps. The official instructional observation will be documented on

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the instructional evaluation tool and will be conducted within the first 90 days of employment for teachers new to the district, regardless of years of experience; and annually for teachers who are achieving a score of 80% or higher.

Development of the teacher and administrator evaluation tools was a result of data analysis meetings and School Improvement and leadership meetings. Tools such as the SPR indicators and surveys were used to determine the evaluation criterion that was included. Teacher effectiveness is measured in 6 categories: Knowledge, Preparation & Planning, Implementing & Managing Instruction, Student Evaluation, Classroom Environment. Data is collected in 5 of the six categories from lesson plans, classroom walk-throughs, and achievement data (MEAP, ED Performance SCANTRON web-based assessment, Scholastic Reading Inventory (SRI) & curriculum assessments). The Administrator Evaluation tool is currently under research and development to structure cohesiveness between the expectations and the outcomes. At this time, it has been determined that the final draft of the evaluation will include distributive measurement of Leadership Capacity for Professional Learning and Growth (20%), Student Growth Data Analysis and Interpretation (40%), Communication of School Wide Goals (20%) and Curriculum Research, Development and Relativity (20%). Development of the detailed components for these categories is ongoing.

Achievement data to support teacher and administrator evaluations will be derived from the following assessments:

Reading: Scholastic Reading Inventory, Performance Education Web-based Series SCANTRON

Mathematics: Everyday Mathematics Unit Assessments, eSuite Deluxe Assessment Differentiation System, Pin Point Assessments, Performance Education Web-based Series SCANTRON, MEAP, MEAP

Writing: Step Up to Writing Assessment Ribrics, Performance Education Web-based Series SCANTRON, MEAP

Science: Glencoe curriculum assessments, Performance Education Web-based Series SCANTRON, MEAP

Social Studies: McGraw-Hill and Glencoe curriculum assessments, Performance Education Web-based Series SCANTRON, MEAP

NOTE: All curriculum assessments will have school wide achievement mastery goals/benchmarks.

Both the administrator and the instructional evaluation tools must be reflective of the indicators agreed upon as "fair to grade" by the School Improvement Team and all stakeholders; and have been attached for review.

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

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

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

Over the past two years, instructional staff with low academic achievement based on MEAP, SCANTRON and curriculum assessment data have been placed on corrective action plans and the frequency of instructional observations has been increased to correct deficiencies immediately. Teachers who were not receptive to this model of increased monitoring have been replaced.

The instructional evaluation instrument will be used to identify teachers eligible for recognition by the school leadership team and the board of directors. Teachers earning 70% or higher qualify for Certificates of Achievement. Teachers earning 80% or higher are eligible receive extra

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prep/planning periods, gift certificates and class activity hours. Teachers earning 90% are eligible to be recommended to the Board for reconginion as teacher of the year, receiving a plaque and stipend. Teachers with scores 69% and lower are placed on quarterly corrective action plans. Teachers not demonstrating growth after 4 quarters are released. Teachers demonstrating growth have 6 quarters to reach a minimum of 70% and are expected to continue to demonstrate growth toward mastery., with a mandatory 40% score in the student evaluation section. Unsuccessful teachers will be removed.

The school leadership team has been expanded to include additional instructional strategy coaches to assist with meeting the individual needs of teachers who require mentoring and/or support. The leadership team will divide the responsibilities of daily classroom walk-through's, 90 day and annual observations and data collection & analysis for greater efficiency with teaching and improved timeliness with feedback.

The leadership evaluation instrument detail components currently under research/consideration address four categories and may call for redistribution of category weights when compared to the categories and distribution specified in indicator 2B: ADMINISTRATOR EVALUATION as follows: Competency (5%), Teacher Leadership Effectiveness (30%), Overall Student Achievement (45%) and School Culture (20%). School leaders must maintain an overall rating of 80% to maintain schoolwide leadership status. An academic coach must maintain a 75% rating. Dropping below the required rating calls for a plan of corrective for rapid turnaround within 6 months or removal from the district. School leaders with an overall rating of 80% or higher will be eligible for Outstanding Performance recognition and nomination to the board of directors for a plaque and bonus stipend.

Quarterly Recognition will be included in the Honor's Assembly and will include: Employee of the Month (voted by Students and Parents), Certificates of Outstanding Performance for teachers meeting the minimum school wide performance relative growth indicators on Scholastic Reading Inventory Lexiles, Performance Education Web-based Series SCANTRON, and MEAP.

Additionally, curriculum implementation visits from point trainers have been increased to include external observations in the target/identification process and data analysis.

NOTE: The Administrator Evaluation Form has been attached for review.

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

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

### Goal 1:

High Quality PD and Coaching

### Measurable Objective 1:

75% of All 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

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Performance Series and MEAP.

### Strategy1:

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.

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/>)

Activity - SFA Cooperative Learning Structure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 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	Professional Learning	08/21/2013	06/11/2014	\$10000 - Title I Part A	Instructional Leaders, Instructional staff and Tutors will be responsible for learning, establishing and maintaining the specified structures in all learning environments.

Activity - Instructional Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	The school administrator, academic coaches and the reading facilitator will collaboratively conduct observation, walk-throughs and implement professional learning plans as needed.

### Goal 2:

All students at Commonwealth Academy will effectively use their achievement data to set learning goals on a quarterly basis.

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### Measurable Objective 1:

100% of All Students will complete a portfolio or performance to reflect achievement growth in Reading by 05/30/2014 as measured by Scholastic Reading Inventory, SCANTRON and MEAP.

### Strategy1:

Goal Setting - Students will review the required reading achievement goal for their grade level along with their previous score prior to taking each assessment. (Scholastic Reading Inventory, Ed Performance SCANTRON, and MEAP) After receiving the score for their current assessment, students conduct a comparative analysis and set new goals according to their outcomes. Having students take ownership of their learning plans, will motivate them to improve productivity. "Goal setting provides purpose and direction. Goals help us set priorities and stay motivated. Setting and achieving goals gives us a sense of ownership and pride. They help us recognize our strengths, and areas that need further development."

Research Cited: Goal setting will help YOU define your path to your future success. Goal setting teaches you to develop a plan with a series of actions steps and a timetable for the completion of your goal. As you complete each action step you will be getting closer to making your dreams a reality.

(<http://goalsettingforstudents.com/>)

Activity - Strand Tracing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will participate in analysis and dialogue with the previous grade level and the post grade level to learn what is expected and or taught in each content area on a quarterly basis. Identification of curriculum challenges and strengths help to target instructional delivery and pacing. During weekly staff meetings, data will be posted, developing data walls, to reflect current targets derived from analysis and discussion.	Professional Learning	08/20/2013	06/13/2014	\$0 - No Funding Required	School leaders, Instructional coaches, classroom teachers and tutors

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review their individual learning plans and score cards to determine the next goal they will need to set. They will chart their progress on the goal setting forms and make any required changes. Self monitoring will create a positive environment of academic competitiveness that will lead to improved student achievement. Parents will receive progress reports relative to student targets and performance growth along with tips and strategies to impact learning in the home setting. All success will be celebrated during monthly events such as student of the month and newsletter shout outs.	Direct Instruction	09/09/2013	06/06/2014	\$0 - No Funding Required	Classroom teachers, Tutors, students and parents.

### Narrative:

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School leaders, curriculum coaches, point trainers and the instructional team analyze data from classroom curriculum assessments, Performance Ed SCANTRON Series, and MEAP to determine professional development needs and establish school wide instructional strategies. Expansion of the leadership team includes an English Language Arts/Writing Coach to set and monitor instruction and outcomes in this content area. All teachers will experience one-on-one conferences with the coach to analyze student comprehension and strategize curriculum adjustments. The ELA Coach will be available to teachers 3 times per week. The ELA Coach will receive additional support from the author of the district implemented writing curriculum, Step Up to Writing by Maureen Auman. Support will consist of 2 PD sessions facilitated by Maureen Auman, 1 One-on-one planning session with the principal and ELA Coach, telephone conference support and feedback sessions.

Data Analysis is an ongoing activity for the instructional team to determine content strand strengths and weaknesses, identify instructional deficits and set goals for achievement gains. It is a vital necessity to successful implementation of curriculum and student achievement. Weekly staff meetings are used to address curriculum pacing, present data analysis findings derived from grade level and component meetings and determine goals for the next instruction cycle. Component meetings, held weekly during the first semester and bi-weekly during the second semester are used to analyze achievement outcomes through a color-coding process.

Green represents students achieving on or above grade level. Yellow represents students on the cusp of reaching grade level achievement, usually within 10% of the specified benchmark. Red represents students hot-listed for intervention through one-on-one tutoring, small group tutoring or after school tutoring services. After determining which category students qualify to meet, teachers work with students to specify the benchmark ranges that they should use to set their personal achievement goals. Students then monitor their progress through self-assessment profiles and goal-setting cards using their Performance Ed Series SCANTRON scores, quarterly report cards, MEAP scores and classroom rubrics for curriculum assessments.

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.

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

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

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

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

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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.

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.

## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

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

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

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

**Goal 1:**

All students at Commonwealth Academy will effectively use their achievement data to set learning goals on a quarterly basis.

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance to reflect achievement growth in Reading by 05/30/2014 as measured by Scholastic Reading Inventory, SCANTRON and MEAP.

**Strategy1:**

Goal Setting - Students will review the required reading achievement goal for their grade level along with their previous score prior to taking each assessment. (Scholastic Reading Inventory, Ed Performance SCANTRON, and MEAP) After receiving the score for their current assessment, students conduct a comparative analysis and set new goals according to their outcomes. Having students take ownership of their learning plans, will motivate them to improve productivity. "Goal setting provides purpose and direction. Goals help us set priorities and stay motivated. Setting and achieving goals gives us a sense of ownership and pride. They help us recognize our strengths, and areas that need further development."

Research Cited: Goal setting will help YOU define your path to your future success. Goal setting teaches you to develop a plan with a series of actions steps and a timetable for the completion of your goal. As you complete each action step you will be getting closer to making your dreams a reality.

(<http://goalsettingforstudents.com/>)

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Activity - Saturday School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Saturday School sessions to secure learning goals through project-based learning, life skill application and simulated experiences.	Direct Instruction	02/01/2014	06/07/2014	\$15000 - Title I Schoolwide	Leadership Team, Instructional Staff including Tutors, Bus Drivers, Foodservice and Custodians

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review their individual learning plans and score cards to determine the next goal they will need to set. They will chart their progress on the goal setting forms and make any required changes. Self monitoring will create a positive environment of academic competitiveness that will lead to improved student achievement. Parents will receive progress reports relative to student targets and performance growth along with tips and strategies to impact learning in the home setting. All success will be celebrated during monthly events such as student of the month and newsletter shout outs.	Direct Instruction	09/09/2013	06/06/2014	\$0 - No Funding Required	Classroom teachers, Tutors, students and parents.

Activity - Strand Tracing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will participate in analysis and dialogue with the previous grade level and the post grade level to learn what is expected and or taught in each content area on a quarterly basis. Identification of curriculum challenges and strengths help to target instructional delivery and pacing. During weekly staff meetings, data will be posted, developing data walls, to reflect current targets derived from analysis and discussion.	Professional Learning	08/20/2013	06/13/2014	\$0 - No Funding Required	School leaders, Instructional coaches, classroom teachers and tutors

### Goal 2:

Math Teacher Data Analysis

### Measurable Objective 1:

100% of All Students will complete a portfolio or performance Math achievement outcomes in Mathematics by 06/13/2014 as measured by submitted, analyzed, Recognizing Student Achievement (RSA) math data with next step instructional goals after each math unit. The minimum mastery level expected on all goals is 75%.

### Strategy1:

Math self-assessments - Prior to beginning each math unit in the Everyday Mathematics curriculum, students will complete the self assessment to determine what they already know versus what will be learned in the coming unit (KWL). This helps students gain focus on the coming concepts. Teachers will collect data in the Deluxe eSuite Assessment Differentiation System and document by CCSS, the achievement outcomes. These outcomes will determine next instructional steps for the next time the concept appears in the spiraled instruction.

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Research Cited:

Activity - PD on Deluxe eSuite Assessment Differentiation System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PD to learn how to differentiate instruction based on student self-assessments and RSA's.	Professional Learning	09/09/2013	06/06/2014	\$5000 - Title II Part A	Point trainers, school leaders, teachers and tutors

## Narrative:

### SECTION 6

#### Uses of Data

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.

Indicator 6A: Process for selecting instructional program:

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.

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](http://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

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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](http://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.

### Indicator 6B: Qualities of Instructional Program

The SFA program uses seven steps of a goal-focused process that will assist in changing our school culture for the better. The process includes:

- Determine school goals.
- Identify strengths, and identify and prioritize areas of concern.
- Determine targets.
- Identify and prioritize root causes.
- Identify leverage points, and define actions
- Implement and monitor the plan
- Review results and identify next steps.

(Bradey, B., 2012)

These inquiry cycles will assist in determining whether the instructional practices are succeeding in raising achievement and closing the achievement gaps. Once staff is trained in both the Everyday Mathematics Program as well as the Success for all Reading program, the administrative team will support this process by observing in classrooms daily to assist with the fidelity of the program as well as sustain instructional staff in the following process as outlined in goal number 7A: Use of individual student data.

Although the goal-focused process is introduced in the SFA Reading program, we will utilize this same method of instruction to address our professional learning routine in all core areas including Mathematics, Social Studies and Science. As a school we will implement this process and strategies immediately in Reading and Mathematics the first year and focus on utilizing these processes in Science in Year 2

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and Social Studies in Year 3.

A comparative analysis crosswalk of the math and reading assessment data is conducted using SRI, EM Unit Assessments, Ed Performance Web Based series, and MEAP data to forecast student progression toward grade level proficiency.

Project-based learning during the Saturday School sessions will provide opportunities to apply theory to simulated settings. Beginning January 2014 and commencing in June, monthly Saturday School sessions will provide 30 additional hours of hands-on learning and problem-solving.

The following 3 year roll out demonstrates our implementation plan by content area priority.

Year 1: Reading and Math

Year 2: Science (Reading and Math sustained)

Year 3: Social Studies (Reading, Math and Science sustained)

In Year 1 of implementation, priority will be emphasized in reading and math. Rapid achievement gains in reading will assist in closing achievement gaps in the other content areas. Intentional leadership monitoring and mentoring of reading and mathematics instructional fidelity will translate into early student achievement growth payoffs. Getting reading and math instruction right is critical to the success of the students. On-going cross-walks of data will be conducted to determine effectiveness of strategies based upon growth data for reading and math. Lexile growth points will be viewed in increments of 50. SCANTRON data will be reviewed measuring grade level targets, the gaps and benchmark weaknesses. Revisions will be made according to the discoveries from the data. Instructional mastery is expected to reach 65% as measured by the Instructional Observation Performance tool. Leadership performance is expected to reach 80% mastery as measured by the Administrator Evaluation tool. The school is expected to move out of the bottom 5% of persistently low performing schools. Our Year 1 goal is to reach 7% on the State's Top-to-Bottom list.

Science and Social Studies will not be directly targeted during year 1, however, it is expected that the results of reading and mathematics improvements will impact performance due to the correlation between information text, expository writing and project-based learning experiences.

In Year 2, reading and math instructional efforts will be sustained and the expectation is for at least 70% of students who participated in Year 1 to reach grade-level performance indicators and sustain or continue to progress above grade level in both reading and math. Students who do not fall into the 70% on or above grade level in both content areas will participate in intervention tutoring during the school day, after school tutoring, Saturday School and Summer Enrichment. Students new to the district in year 2 will be assessed and placed according to the performance indicators. Support services will be provided to rapidly improve their performance.

Additionally in year 2, the science curriculum will be enhanced to support standards for scientific investigation and will be implemented through hands-on laboratory exploration and project-based learning used to drive instruction. This cyclical approach will improve student performance science by a gain of 8% annually. The rationale is if you can do it and tell someone else how to, then you understand it. Instructional growth is expected to progress toward mastery of 80% overall as measured with the Instructional Observation Performance tool. Leadership performance is expected to reach 90% mastery as measured by the Administrator Evaluation tool.

In Year 3, sustainment of the levels reached during Year 2 is expected to continue and all processes remain intact or revised based upon new research and trending data. Like in year 2, students who participated in Years 1 and 2 are expected to reach grade-level performance indicators and sustain or continue to progress above grade level in reading and math. These same students are expected to reach grade level mastery in science. Students who do not fall into the 70% on or above grade level in one or more of the three content areas will participate in intervention tutoring during the school day, after school tutoring, Saturday School and Summer Enrichment. Students new to the district in year 3 will be assessed and placed according to their performance indicators. Support services will be provided to rapidly

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improve their performance.

During year 3, revisions to Social Studies curriculum will have been researched and ready for implementation. The revisions are expected to include project-based learning, career path readiness and viable goals productive to 21st century systems. Student outcomes in Social Studies are expected to reach a mastery level of 30% due to the cross-curricular application and/or transfer of knowledge.

The school is expected to reach a satisfactory performance level measured by the indicators put in place through the Michigan Department of Education. We endeavor to reach the status of a reward school and be able to share our success story with others.

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

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.**

### Goal 1:

Math Teacher Data Analysis

### Measurable Objective 1:

100% of All Students will complete a portfolio or performance Math achievement outcomes in Mathematics by 06/13/2014 as measured by submitted, analyzed, Recognizing Student Achievement (RSA) math data with next step instructional goals after each math unit. The minimum mastery level expected on all goals is 75%.

### Strategy1:

Math self-assessments - Prior to beginning each math unit in the Everyday Mathematics curriculum, students will complete the self assessment to determine what they already know versus what will be learned in the coming unit (KWL). This helps students gain focus on the coming concepts. Teachers will collect data in the Deluxe eSuite Assessment Differentiation System and document by CCSS, the achievement outcomes. These outcomes will determine next instructional steps for the next time the concept appears in the spiraled instruction.

Research Cited:

Activity - PD on Deluxe eSuite Assessment Differentiation System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PD to learn how to differentiate instruction based on student self-assessments and RSA's.	Professional Learning	09/09/2013	06/06/2014	\$5000 - Title II Part A	Point trainers, school leaders, teachers and tutors

### Narrative:

7A: Use of individual student data:

At Commonwealth Academy, we promote a continuous use of student data such as formative, interim and summative assessment to differentiate instruction to meet the individual needs of our students. To begin, NEW students will take Pre-assessments to inform instruction

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using the Ed-Performance Web-based assessment, Scholastic Reading Inventory and classroom developed assessments to obtain a number of scores to meet the students' needs. Students will continuously take these assessments throughout the academic school year. The Ed-Performance web-based scantron assessment is given three times a year, Michigan Educational Assessment Program (MEAP) assessment given yearly, as well as the Smarter Balance Assessment Pilot and the ACT Explore exam which are both given yearly.

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 reading, students will utilize the SFA tutoring program called Alphie's Alley. The computer-generated supplementary program supports the reform model by providing a proscription 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

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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.

### References

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Parrett, W & Kathleen Budge, Turning High-Poverty Schools Into High-Performing Schools. Alexandria, Virginia: ASCD. (2012)

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Daniels, C., Cooperative Learning: A Teacher's Guide. Success for All Foundation, Baltimore, Maryland. (2003).

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

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.

### 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.

### 8C: TIME FOR PROFESSIONAL LEARNING

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.

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

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

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

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:

## Redesign Plan

Commonwealth Community Development Academy

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### 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.

### 9B: Strategies to Engage Community Partners

Currently, we are engaged with Corporations or Organizations to support academic learning. Resources provided through these partnerships include but is not limited to funding, equipment, supplies, facility tours and/or human interaction. We believe that offering Project-Based Learning (PBL) through hands-on experiences. Hans Sowder, Adjunct Lecturer at University of Michigan teaches that, "PBL is dedicated to providing hands on learning experiences to students. It is closely tied to the Common Core expectations and grounded in the scientific method, collaboration, and community involvement. Often cited as powerful school improvement pathway and a way to engage disinterested students, successful PBL programs require schools to embrace a culture of creating cognitively engaging learning activities across all content areas, not just in science." With this concept engrained into the Saturday School and After School Tutoring sessions, students will have such experiences and demonstrate competency and/or growth in each content area.

## Redesign Plan

Commonwealth Community Development Academy

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The mathematics, technology, science and social studies teachers for grades 5-8 approached Gleaners and General Motors to request hands-on experiences for students to enhance curriculum study of automation, career readiness relative to technology and the economics of productivity. The activities and experiences provided through factory tours at General Motors and Gleaners Food Bank allow students to conduct a comparative analysis of automated systems to manual labor and produce written summaries including research. The experiences provided support the big idea #1, teaching with fidelity and big idea # 2, and measuring student achievement through data analysis by allowing students to assess themselves during their experiences. Clarification of knowledge and exploration to actuality promotes desire and determination for students to achieve. Additionally, they will experience teamwork, inventory systems, rates of productivity, supply and demand and much more.

Although science curriculum enhancements are a year 3 goal in the reform plan, the science teacher has begun exploring opportunities to engage community partners to support student achievement. We approached the City of Detroit Parks and Recreation unit gain access to Campus Martius during the Winter Fest allowing students to improve their math and science skills through study of health, math and science by computing rate, time and speed; force and motion, calorie consumption and usage and more.

The Partnership with Detroit Medical Center (DMC) was sought out to provide curriculum enhancements to science and social studies. DMC provides speakers to conduct informative classes to teach students drug prevention, Bully Prevention, fire safety, as well as health and wellness. Students problem-solve using case studies relevant to their age appropriate experiences.

The desired enhancements to math and science prompted CCDA to contact Michigan State University's Health and Wellness program for provided speakers to teach students economics of household budgeting, cost-comparative analysis, and the benefits of making sound decisions related to nutrition, food preparation.

CCDA has requested Greater Concord Missionary Baptist Church's support during Saturday School to provide breakfast and lunch for students due to their success during the After School Tutoring dinner meal service already being provided. {Greater Concord has an agreement with the State Child and Adult Care Food Program (CACFP) to provide meals to children.} Additionally, Greater Concord provides volunteer listeners for the reading program to improve students reading, fluency and comprehension skills.

The partnerships specified above is not conclusive but offers a snapshot of community engagement activities we endeavor to provide. At Commonwealth Academy, we will continue to build family and community engagements to support our transformation reform process.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

Commonwealth Community Development Academy is self-governed. The Board of Directors has given the school leaders full autonomy to make data driven decisions to improve the quality of instruction and student achievement. Autonomy has also been given to the school leaders to develop the budget ensuring that the resources required to implement the achievement plan will reach the intended allocations.

A collective bargaining agreement does not exist.

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

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

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

The district is composed of a single building. To that end, all communication, professional development and support offered via the ISD or MDE is disseminated to the appropriate personnel, the school leader and instructional coaches to access services. Coordination of school day operations and attending external sessions will ensure access by way of coordinating professional development days, substitutes, etc. to cover instruction as needed.

The school leaders and instructional staff willingly receive the support of coaches provided through Michigan State University, MDE Office of School Reform and Wayne RESA to successfully complete the Turnaround Plan making certain that perception and reality are synonymous.

Daily conferences (face-to-face or via telephone) are held to report needs, findings or determine any required action plans with school leaders, instructional coaches, teachers and tutors.

The central office contact is the Superintendent: Dr. Cullian W. Hill, who meets a minimum of weekly with the principal and coaches to receive updates on planning, implementation and progress relative to supporting the bis ideas: improving the fidelity of instruction and school wide data analysis decision making with all stakeholders. As a result of these meetings, the Superintendent will provide support to the school, providing resources as deemed necessary to carryout the plans.

**COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY**  
**Evaluation of Administrator Effectiveness**

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Time: \_\_\_\_\_

Leadership Role: \_\_\_\_\_

The leadership evaluation instrument details expectations for school-wide implementation of research-based curriculum, culture and student achievement. Categorical weight distribution is specified as follows:

Competency (5%), Teacher Leadership Effectiveness (30%), Overall Student Achievement (45%) and School Culture (20%). School leaders must maintain an overall rating of 80% to maintain school-wide leadership status. An academic coach must maintain a 75% rating. Dropping below the required rating calls for a plan of corrective action for rapid turnaround within 6 months or removal from the district. School leaders with an overall rating of 80% or higher will be eligible for Outstanding Performance recognition and nomination to the board of directors for a plaque and bonus stipend.

**Competency (5%) – Promoting collaborative problem solving and open communication**

Creates a collaborative environment for successful school improvement; Seeks opportunities for teacher collaboration. Works well in small groups and school-wide to identify sources of student success and then struggle collectively to implement school improvement. Creates and sustains change required; willing and able to function as change agent.

Narrative:

**Teacher Leadership Effectiveness (30%) - Performance indicators that demonstrate effective principal leadership:**

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Demonstrates effective group-process and consensus-building skills in school improvement efforts
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Recognizes and celebrates the contributions of school community members to school improvement efforts
- Nurtures and develops the leadership capabilities of others
- Evaluates the collaborative skills of staff and supports needs with staff development

Narrative:

**Overall Student Achievement (45%) - Using data to identify and plan for needed changes in the instructional program**

Understands what data tells about where the school is performing relative to school and district goals; Seeks to understand why the data looks like it does. Models for and trains staff to regularly collect, analyze and use data to inform instruction. Solicits the input of the major stakeholders (teachers, administrators, parents, and students) to ensure that all perceptions are represented.

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in a school-wide effort
- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Evaluates the assessment competencies of teachers and supports gaps with staff development
- Uses a variety of tools including technology to organize and analyze data

Narrative:

**School Culture (20%)** - There is a number of critical beliefs which underlie a principal's effectiveness in developing a culture supportive to improving student achievement. The principal must believe in, value, and be committed to:

**The School Mission:**

Commonwealth Community Development Academy shall challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and communication between faculty, parents and students.

Additionally, the principal must clearly convey attributes indicative of the following:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can achieve high standards of learning
- Collaborative problem solving with staff and stakeholders
- Ongoing collection and analysis of data
- Data-driven decision making
- Life- long learning for self and others
- Focus and alignment to achieve goals
- Doing the work required for high levels of personal and organization performance

Narrative :

Employee Signature:

Date:

Evaluator:

Date:

**COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY**  
**Evaluation of Administrator Effectiveness**

Date: \_\_\_\_\_

Administrator: \_\_\_\_\_

Time: \_\_\_\_\_

Leadership Role: \_\_\_\_\_

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**Competency (5%) – Promoting collaborative problem solving and open communication**

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- Demonstrates effective group-process and consensus-building skills in school improvement efforts
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Recognizes and celebrates the contributions of school community members to school improvement efforts
- Nurtures and develops the leadership capabilities of others
- Evaluates the collaborative skills of staff and supports needs with staff development

Narrative:

**Overall Student Achievement (45%) - Using data to identify and plan for needed changes in the instructional program**

Understands what data tells about where the school is performing relative to school and district goals; Seeks to understand why the data looks like it does. Models for and trains staff to regularly collect, analyze and use data to inform instruction. Solicits the input of the major stakeholders (teachers, administrators, parents, and students) to ensure that all perceptions are represented.

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- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
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- The proposition that all students can achieve high standards of learning
- Collaborative problem solving with staff and stakeholders
- Ongoing collection and analysis of data
- Data-driven decision making
- Life- long learning for self and others
- Focus and alignment to achieve goals
- Doing the work required for high levels of personal and organization performance

Narrative :

Employee Signature:

Date:

Evaluator:

Date:

**COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY**  
**Evaluation of Teacher Instructional Effectiveness**

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Time: \_\_\_\_\_

Subject: \_\_\_\_\_

The instructional evaluation instrument will be used to identify teachers eligible for recognition by the school leadership team and the board of directors. Teachers earning 70% or higher qualify for Certificates of Achievement. Teachers earning 80% or higher are eligible to receive extra prep/planning periods, gift certificates and class activity hours. Teachers earning 90% are eligible to be recommended to the Board for recognition as “Teacher of the Year,” receiving a plaque and stipend.

Teachers with scores 69% and lower are placed on quarterly corrective action plans.

Teachers not demonstrating growth after 4 quarters will be released. Teachers demonstrating growth have 6 quarters to reach a minimum of 70% and are expected to continue to demonstrate growth toward mastery, with a mandatory 40% score in the student evaluation section. Unsuccessful teachers will be removed.

**Knowledge of Subject (10%) – 5 pts. each**

- \_\_\_ 1. Teacher demonstrates understanding of the subject being taught.
- \_\_\_ 2. Teacher helps learners to understand the significance of the topics or activities studied.

Narrative:

**Preparation and Planning (20%) – 4 pts. each**

- \_\_\_ 1. Teacher prepares instructional plans on both a daily and long-term basis.
- \_\_\_ 2. Teacher makes advance arrangements for materials, equipment, and supplies needed for instruction.
- \_\_\_ 3. Teacher develops teaching procedures to match lesson objectives.
- \_\_\_ 4. Teacher prepares plans for use by substitute teachers in case of absence.
- \_\_\_ 5. Teacher works cooperatively with colleagues in the school and district to develop curriculum and to select instructional materials.

Narrative:

## Implementing and Managing Instruction (20%)

- 1. Teacher makes the goals of instruction clear to all students. (2 pts.)
- 2. Teacher monitors students' performance and adjusts the pace and difficulty level of instruction as needed. (2 pts.)
- 3. Teacher reviews material previously taught before introducing new concepts. (1 pt.)
- 4. Teacher maintains student interest and attention by using a variety of instructional modes. (2 pts.)
- 5. Teacher frequently checks students' understanding of new material and re-teaches when indicated.(3 pts.)
- 6. Teacher makes use of students' ideas to introduce new concepts and reinforce previously taught material. (1 pt.)
- 7. Teacher allocates instructional time to activities that produce the highest rate of student learning. (4pts.)
- 8. Teacher asks content-related questions that most students are able to answer correctly. (4 pts.)
- 9. Teacher summarized important points. (1 pt.)

Narrative:

## Student Evaluation (40%) - See Attachment A for detailed achievement growth measures.

- 1. Teacher regularly assigns, collects, and evaluates students' homework.
- 2. Teacher uses both teacher-made and standardized tests to check student progress.
- 3. Teacher provides feedback to students.
- 4. Teacher uses results of student evaluations to modify the pace or scope of instruction. (2 pts.)
- 5. Teacher provides detailed directions for completing assignments and evaluates students work on the basis of specified criteria. (4 pts.)
- 6. Teacher provides and explains a scoring rubric for assignments and uses it for scoring.

Narrative:

**Classroom Environment (10%)**

- \_\_\_ 1. Teacher is fair and impartial in dealings with all students, including different races and nationalities.
- \_\_\_ 2. Teacher behaves toward all students in a friendly and accepting manner.
- \_\_\_ 3. Teacher displays high expectations for the amount and quality of work to be performed by students and expresses confidence in their ability. (2 pts.)
- \_\_\_ 4. Teacher maintains a businesslike learning climate without being humorless or repressive.
- \_\_\_ 5. Teacher informs students about classroom rules and procedures. (2 pts.)
- \_\_\_ 6. Teacher provides a safe, orderly, and attractive environment.
- \_\_\_ 7. Teacher uses non-punitive and preventive techniques for minimizing disruption and maintaining learner involvement.
- \_\_\_ 8. Teacher updates environment to reflect current lesson/unit objectives.

Narrative:

**Additional Comments:**

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PLAN OF ACTION:

TEACHER COMMENTS:

Teacher Signature: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_