



School Improvement Plan



**Crossroads Charter Academy
Middle & High School
2009-2010**

School Improvement Plan

School Year: 2009-2010
School District: Crossroads Charter Academy
School Name: Crossroads Charter Academy Middle School and High School
Grades Served: 7-12
Principal: Tom Saporito

District Code:
Building Code:
Intermediate School District Code:

District Approval of Plan: _____
Board of Education Approval of Plan: _____
Authorized Official Signature and Date
Authorized Official Signature and Date

School Vision Statement: Our vision is to be the #1 School of Choice in our area, through excellence in values and education.

School Mission Statement: Developing students' lives to positively impact the world through academic excellence and higher moral character

School Belief Statements:

Embracing excellence in:

- Higher moral character and integrity
- Academic achievement
- A safe, nurturing environment; physically, mentally, and emotionally
- Diversity by respecting differences
- Resource stewardship
- Life-long learning and leadership
- Life skills development
- Community service
- Critical and creative thinking

State of Michigan School Improvement Planning Template

School: Crossroads Charter Academy Middle School/High School		School Year: 2008-2009	
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)			
Content Area: <i>English Language Arts</i>	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
Student Goal Statement: All students will improve their writing and language arts skills			
Statement of gap in student achievement (Need Statement): Analysis of MME data reveals that 33% of our students are not proficient in ELA skills. Further analysis of various points of local data (writing assessments, classroom assessments) also shows that our students are not proficient in ELA skills			
Contributing Cause for the gap in student achievement: Further analysis of MME data shows that only 71% of our males are proficient, compared to 87% of our females; MEAP data also shows a 25% gap between males and females; MEAP socio-economic data shows a 37% gap in 7 th grade. When analyzing MME in terms of the strands of ELA (writing and reading) it was discovered that only 51% of our students are proficient in writing. Furthermore, our economically disadvantaged students are only 50% proficient in reading and 25% proficient in writing.			
List the multiple sources of data used to identify the gap in student achievement: MEAP, MME, MAP, various local assessments			
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)			
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:			
<i>I.1.A.1 Curriculum Documents</i>	<i>I.1.A.2 Standards Alignment</i>	<i>I.1.A.3 Articulated Design</i>	<i>I.1.A.4 Curriculum Review</i>
<i>I.1.B.1 Staff</i>	<i>I.1.B.3 Parents</i>	<i>I.2.A.1 Content Appropriateness</i>	<i>I.2.A.3 Reflection and Refinement Curriculum</i>
<i>I.2.B.3 Student Engagement</i>	<i>I.3.A.1 Alignment/Content Validity</i>	<i>I.3.A.2 Consistency/Reliability</i>	<i>I.3.B.1 Reporting Curriculum and Instruction</i>
<i>I.3.B.3 Meets Student Needs</i>	<i>II.1.A.1 Knowledge of Curriculum, Instruction and Assessment</i>	<i>II.1.A.2 Knowledge and Use of Data</i>	<i>II.1.A.5 Knowledge of Adult Student Results</i>
<i>II.1.B.2 Coaching and Facilitating</i>	<i>II.1.B.4 Clear Expectations</i>	<i>II.1.B.5 Collaboration and Communication</i>	<i>II.2.A.2 Learning Focused Inquiry</i>
<i>II.2.A.5 Data-Driven Culture</i>	<i>II.2.A.6 Collaborative Decision-Making Process</i>	<i>II.2.B.1 Shared Mission and Vision</i>	<i>II.2.B.2 Results-Focused Plan</i>
<i>II.2.B.4 Monitored</i>	<i>II.3.A.1 Human Resources</i>	<i>II.3.A.2. Fiscal</i>	<i>II.3.A.4 Time</i>
<i>II.3.B.3 School</i>	<i>III.1.A.2 NCLB (Highly Qualified)</i>	<i>III.1.B.1 Content Knowledge</i>	<i>III.1.B.3 School/Classroom Management</i>
<i>III.1.B.5. Student-Centered</i>	<i>III.2.A.2. Staff Collaboratively Analyze Student Work</i>	<i>III.2.B.1. Uses Best Practices</i>	<i>III.2.B.2 Applies Curriculum Content</i>
<i>III.2.C.2 Job Embedded</i>	<i>III.2.C.3 Results-Driven</i>	<i>IV.1.A.1 Methods</i>	<i>IV.1.B.1 Volunteering</i>
<i>IV.1.B.3 Decision-Making</i>	<i>V.1.A.1 Purpose</i>	<i>V.1.A.2 Systematic</i>	<i>V.1.A.3 Multiple Types</i>
			<i>V.1.A.4 Multiple Sources</i>

V.1.A.5 Technical Quality	V.1.B.1 Retrievable	V.1.B.2 Security	V.1.C.1 Process	V.1.C.2 Tools			
V.2.A.1 Analysis	V.2.A.2 Dialog About Meaning	V.2.B.1 Dissemination	V.2.B.2 Data Driven Decision Making	I.1.B.2 Students			
I.2.B.2 Best Practice	Section III: Plan to Accomplish Student Achievement Goals						
Measurable Objective Statement to support Goal:							
60% of students who take the 2010 MME will meet or exceed standards in writing; including a reduction of 10% in subgroup gaps that exceed 20%.							
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:							
MME, MAP, MEAP, Trimester Essay							
Strategy Statement:							
Teachers will research best practices around writing instruction, including ways to address writing skills with males, and those that are economically disadvantaged. Teachers will implement the use of 6 Traits from 7 th grade through 12 th grade.							
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed		Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source		
6 Traits Training	English Department	May '09	December '09	6+1 Traits of Writing: The Complete Guide	Title IIA	TBD	Vertically aligned and consistent writing framework
Content Specific ELA Training at the MCTE Fall Workshop and Spring Conference	English Department	October 09	April 2010	Registration/Conference fees	Title IIA	~400.00 x 5= 2,000	Presentation of material/insights received by participants to other departments Implementation of strategies learned by participants into classrooms
Creation of a common 9 th -12 grade reading assessment	English Department	May 09	April 2010	Assessment Creation			Assessment successfully created and piloted to be implemented in the fall of 2010
Creation of trimester writing assessments	English and Social Studies Departments	May 09	April 2010	Assessment Creation			Assessments successfully created and piloted to be implemented in the fall of 2010.

Department/subject area common planning time	Principal, Curriculum Coordinator, Guidance Counselor (scheduling)	May 09	April 2010	Building schedule of meetings				Principal, Curriculum Coordinator, and Guidance Counselor, will work to develop a schedule of meetings to allow for subject area planning time without adversely affecting the education of the students	Increased collaboration and communication between teachers within a department and across grade levels.
Creation of course and unit organizer binders	English Department Curriculum Coordinator	May 09	April 2010	Binder for each subject area Course syllabus template		Cost of materials		Curriculum Coordinator and ELA chair will oversee the creation of a binder for each course taught within the English Department, beginning with the core required courses	Resource binder created and available for teachers, students, substitutes, and other persons of interest.
Sequence for literature courses 7-12	English Department	June 2008	September 2008	GLCE's & HSCE's, current curriculum, knowledge of lesson plans				English chair will oversee the creation of a sequence document outlining the progression of literature courses 7-12.	Clearly defined course objectives and literature to cover that will assist in course planning and scheduling
Sequence for grammar/writing courses 7-12	English Department	June 2009	September 2009	GLCE's & HSCE's, current curriculum, knowledge of lesson plans				English chair, along with curriculum coordinator, will oversee the creation of a sequence document outlining the progression of grammar and writing skills to be achieved by students in grades 7-12.	Clearly defined sequence of writing and grammar objectives to cover that will assist in course planning and scheduling

Greater use of MAP data to define instructional strategies	Curriculum Coordinator 7-12 staff	June 2009		MAP training			Curriculum Coordinator will oversee training in MAP use and analysis	Teachers will be able to pinpoint the instructional needs of their students, and be able to specifically differentiate instruction according to those needs
Increase availability of grammar and writing resources	English Department Curriculum Coordinator	January 2009	June 2009	Purchase of grammar and composition materials			Curriculum coordinator and ELA chair will oversee the research and selection of a grammar and composition resource for middle school ELA.	Resource will allow teachers to introduce and integrate grammar skills into writing more easily.
Hiring of two paraprofessionals	Superintendent Board of Education	July 2009	July 2011	Salaries	Title IA	\$35,000	Superintendent will contact Woodbridge and post positions according to company policy	Two Title I paraprofessionals will be employed to work with Title I eligible students
Title I program Training (Accelerated Reader, Read Naturally, Corrective Reading, REWARDS)	Title I staff	July 2009	July 2011	Registration Speaker fee	Title IA	TBD	Curriculum Coordinator and Title I teacher will schedule appropriate trainings	Title staff will be better informed on how to use and implement Title I programs
Purchase of Title I Technology items to equip 7-12 Academic Center	Technology Director	July 2009	July 2011	Computers Software	Title IA	TBD	Title I teacher and curriculum coordinator will purchase appropriate technology and software to equip 7-12 academic center	Title staff will be able to use programs for intervention.
Other Required Information								
What research did you review to support the use of this strategy and action plan?								
Research on the 6+1 Traits writing framework was conducted prior to implementation; research on the benefits of having a tightly aligned curriculum and course sequence was also conducted; research on ELA skills concerning our subgroups is on-going.								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?								
Specific Professional Learning activities are delineated above, and include, but are not limited to: 6+1 Traits training, MAP training, and assessment creation training.								
How has the school integrated its available fiscal resources to support this strategy and action steps?								
Evidence of fiscal support of these initiatives can be found in the District's Consolidated Grant, with expenditures in the Title I, IIA, & IID funds.								

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

The technology school improvement plan highlights issues that would indirectly support the implementation of these strategies. Technology needs and desires are forwarded to the school's technology director, with the hope that technology will become more integrated as it becomes more user-friendly

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan?

Most activities are being monitored as outlined above. Documentation of said monitoring will be completed by the Curriculum Director and the subject area teams. Data and assessment measures vary according to the specific strategy, and will include, but are not limited to: MEAP, common assessments, surveys, curriculum based measures, and evaluations

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.

By the end of the 2009-2010 school year, progress will have been made in training and implementation of the 6+1 Traits writing framework, alignment and sequence of ELA courses, and the use of data to specifically address student instructional needs, which will be evident by achievement scores improving on both state and local assessments.

State of Michigan School Improvement Planning Template

School: Crossroads Charter Academy Middle School/High School		School Year: 2009-2010	
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)			
Content Area: Math	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal
Student Goal Statement: All students will improve in Math			
Statement of gap in student achievement (Need Statement): Analysis of data reveals that only 63% of our students were proficient in Math on the MME, and only 85% of our 7 th grade students were proficient in math on the MEAP. Furthermore, classroom assessments show numerous areas of math weaknesses.			
Contributing Cause for the gap in student achievement: Further analysis of MME data shows that in the areas of Reasoning about Numbers, Math-Reasoning-Logic-Proof, Functions, and Univariate Data: Distributions our students are achieving at a rate of less than 50%. Deficiency (18 areas of less than 60% proficiency) is also apparent in the MEAP under the Concept of Numbers and Operations. Furthermore, significant gaps were found between our economically disadvantaged students and their peers—33% in 1 th grade and 24% in 8 th grade.			
List the multiple sources of data used to identify the gap in student achievement: MEAP,MME,MAP, Classroom Assessments			
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)			
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:			
I.1.A.1 Curriculum Documents	I.1.A.2 Standards Alignment	I.1.A.3 Articulated Design	I.1.A.4 Curriculum Review
I.1.B.1 Staff	I.1.B.3 Parents	I.2.A.1 Content Appropriateness	I.2.A.3 Reflection and Refinement
I.2.B.3 Student Engagement	I.3.A.1 Alignment/Content Validity	I.3.A.2 Consistency/Reliability	I.3.B.1 Reporting
I.3.B.3 Meets Student Needs	II.1.A.1 Knowledge of Curriculum, Instruction and Assessment	II.1.A.2 Knowledge and Use of Data	II.1.A.5 Knowledge of Adult Learning Results
II.1.B.2 Coaching and Facilitating	II.1.B.4 Clear Expectations	II.1.B.5 Collaboration and Communication	II.2.A.2 Learning Focused Inquiry
II.2.A.5 Data-Driven Culture	II.2.A.6 Collaborative Decision-Making Process	II.2.B.1 Shared Mission and Vision	II.2.B.2 Results-Focused Plan
II.2.B.4 Monitored	II.3.A.1 Human Resources	II.3.A.2. Fiscal	II.3.A.4 Time
II.3.B.3 School	III.1.A.2 NCLB (Highly Qualified)	III.1.B.1 Content Knowledge	III.1.B.3 School/Classroom Management
III.1.B.5. Student-Centered	III.2.A.2. Staff Collaboratively Analyze Student Work	III.2.B.1. Uses Best Practices	III.2.B.2 Applies Curriculum Content
III.2.C.2 Job Embedded	III.2.C.3 Results-Driven	IV.1.A.1 Methods	IV.1.B.1 Volunteering
IV.1.B.3 Decision-Making	V.1.A.1 Purpose	V.1.A.2 Systematic	V.1.B.1 Volunteering
V.1.A.5 Technical Quality	V.1.B.1 Retrieval	V.1.B.2 Security	V.1.A.3 Multiple Types
V.2.A.1 Analysis	V.2.A.2 Dialog About Meaning	V.2.B.1 Dissemination	V.1.C.1 Process
I.2.B.2 Best Practice			V.2.B.2 Data Driven Decision Making
			IV.1.B.2 Extended Learning Opportunities
			V.1.A.4 Multiple Sources
			V.1.C.2 Tools
			I.I.B.2 Students

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:

70% of students who take the 2010 MME will meet or exceed standards in math; including a reduction of 10% in subgroup gaps that exceed 20%. 3rd-8th grade MEAP math scores will also increase by 5%

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:

STAR Math, Accelerated Math Reports, MEAP, MAP, MME

Strategy Statement:

Teachers will research best practices around math instruction, including ways to address math skills with those that are economically disadvantaged.

Action Steps	Staff Responsible	Timeline for Activity			Resources Needed		Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Implement Accelerated Math program in Middle School, Special Education, Geometry and Pre-Calculus classes	Math Department	Fall 2009	Ongoing	~Accelerated Math—either desktop or online versions ~appropriate libraries ~necessary hardware	Title II Technology		Curriculum Coordinator, with the assistance of the Math chair will monitor implementation of Accelerated Math in said classrooms	Implementation of this program will allow teachers to target and tailor instruction to individual students, both on a remediation and enrichment basis
Alignment of math curriculum 7-12 to GLCE's & HSCE's	Math Department	Fall 2009					Sequence of courses will be on file and available in multiple areas, along with their coordinating alignment documents	Alignment will enhance the ability of teachers to cover appropriate content without omission or needless repetition.
Classroom Performance System	Paulette Warczinsky	Fall 2008					Evidence of use within teacher lesson plans	Provides teachers with instant feedback which allows them to tailor their instruction immediately to the needs of their students
Algeblocks	Paulette Warczinsky	Fall 2008		Sets of Algeblocks			Evidence of use within teacher lesson plans	Provides teachers with a hands-on method approach to algebraic concepts

PLC meetings	Curriculum Coordinator	ongoing						Allows a forum for discussion and planning that results in a more unified math department, with clear communication between all teachers about all classes
Course Syllabi	Math Department Curriculum Coordinator	Fall 2007						Course syllabi will be available to anyone interested in multiple sources: classroom, office, professional learning center
Implementation of various teaching strategies such as: problem solving projects, board work, peer tutoring, utilization of math tutors, and math games.	Math Department Curriculum Coordinator Principal	Fall 2009						Teachers will document the use of various teaching strategies.
Increased implementation of some of the 'extras' within the curriculum	Math Department Curriculum Coordinator Principal	September 2009	Ongoing	Refresher session with Prentice Hall trainer	Title IIA			Teachers will have a better understanding of how to utilize the Prentice Hall curriculum, as evidenced and documented within their lesson plans

Creation and/or use of a common assessment to be administered and the beginning and end of each grade level 6 th -8 th .	6 th grade teachers MS math teachers	March 2009	May 2009	Development of common assessment to be administered			MS math teachers will research and/or develop an appropriate assessment to deliver to 6 th -8 th grade students to determine math course placement during the middle school years	MS teachers found appropriate assessment developed by Prentice Hall. Assessments (Basic Skills & Algebra Readiness) were administered to current 6 th , 7 th , and 8 th graders in the spring of 2009
Focus group to determine weaknesses in math—especially during the transition from 6 th grade to 7 th grade.	6 th grade teachers MS math teachers Curriculum Coordinator	Spring 2009	Ongoing	Substitutes Building schedule of meetings	Title IIA or internal staffing	(\$70/day) (\$35/ 1/2 day)	Curriculum coordinator will arrange for the 6 th grade teachers to meet with the MS teachers on a regular basis.	Meeting logs
Hiring of two paraprofessionals	Superintendent Board of Education	July 2009	July 2011	Salaries	Title IA	\$35,000	Superintendent will contact Woodbridge and post positions according to company policy	Two Title I paraprofessionals will be employed to work with Title I eligible students
Title I program Training (Accelerated Reader, Read Naturally, Corrective Reading, REWARDS)	Title I staff	July 2009	July 2011	Registration Speaker fee	Title IA	TBD	Curriculum Coordinator and Title I teacher will schedule appropriate trainings	Title staff will be better informed on how to use and implement Title I programs
Purchase of Title I Technology items to equip 7-12 Academic Center	Technology Director	July 2009	July 2011	Computers Software	Title IA	TBD	Title I teacher and curriculum coordinator will purchase appropriate technology and software to equip 7-12 academic center	Title staff will be able to use programs for intervention.

Other Required Information

What research did you review to support the use of this strategy and action plan?

Grant Wiggins, Heidi Hayes-Jacobs, Carol Ann Tomlinson are just a few of the experts whose work we reviewed and utilized in developing these strategies and action plans, especially in regards to curriculum mapping, differentiated instruction, and alternative teaching strategies.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

Professional Development activities related to curriculum alignment, hands on math teaching strategies, and effective implementation of peer tutoring will be needed to effectively implement some strategies listed above.

How has the school integrated its available fiscal resources to support this strategy and action steps?

Evidence of fiscal support of these initiatives can be found in the District's Consolidated Grant, with expenditures in the Title I, IIA, & IID funds.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

The technology school improvement plan highlights issues that would indirectly support the implementation of these strategies. Technology needs and desires are forwarded to the school's technology director, with the hope that technology will become more integrated as it becomes more user-friendly

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan?

The success of activities within this plan will be determined through the processes as outlined above. Curriculum Coordinator will oversee the collection of such documentation and collect it in a central location. The Math School Improvement Team will also use the evidence for activity success to monitor this plan.

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.

By the end of the 2009-2010 school year, progress on this plan will result in increased math academic achievement for all students—with special attention being paid to our economically disadvantaged population.

State of Michigan School Improvement Planning Template

School: Crossroads Charter Academy Middle School/High School		School Year: 2009-2010	
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)			
Content Area: Science	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will improve in Science			
Statement of gap in student achievement (Need Statement): Analysis of data reveals that only 83% of our students were proficient in Science on the MME, and only 79% of our 8 th grade students were proficient in science on the MEAP.			
Contributing Cause for the gap in student achievement: Further analysis of MME data shows that in the areas of Constructing Scientific Knowledge, Using Physical Science Knowledge, and Using Earth Science Knowledge, students performed at a proficiency rate of less than 60%. Deficiency (less than 60% proficiency) is also apparent in the MEAP within 6 areas of Physical Science. Furthermore, significant gaps were found between our economically disadvantaged students and their peers—29% in 11 th grade as well as a gender gap of 9% in 11 th grade.			
List the multiple sources of data used to identify the gap in student achievement: MEAP, MME, MAP, Classroom Assessments			
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)			
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:			
I.1.A.1 Curriculum Documents	I.1.A.2 Standards Alignment	I.1.A.3 Articulated Design	I.1.A.4 Curriculum Review
I.1.B.1 Staff	I.1.B.3 Parents	I.2.A.1 Content Appropriateness	I.2.A.3 Reflection and Refinement
I.2.B.3 Student Engagement	I.3.A.1 Alignment/Content Validity	I.3.A.2 Consistency/Reliability	I.3.B.1 Reporting
I.3.B.3 Meets Student Needs	II.1.A.1 Knowledge of Curriculum, Instruction and Assessment	II.1.A.2 Knowledge and Use of Data	II.1.A.5 Knowledge of Adult Learning
II.1.B.2 Coaching and Facilitating	II.1.B.4 Clear Expectations	II.1.B.5 Collaboration and Communication	II.2.A.4 Collaborative Inquiry
II.2.A.5 Data-Driven Culture	II.2.A.6 Collaborative Decision-Making Process	II.2.B.1 Shared Mission and Vision	II.2.B.2 Results-Focused Plan
II.2.B.4 Monitored	II.3.A.1 Human Resources	II.3.A.2. Fiscal	II.3.A.4 Time
II.3.B.3 School	III.1.A.2 NCLB (Highly Qualified)	III.1.B.1 Content Knowledge	III.1.B.3 School/Classroom Management
III.1.B.5. Student-Centered	III.2.A.2. Staff Collaboratively Analyze Student Work	III.2.B.1. Uses Best Practices	III.2.B.2 Applies Curriculum Content
III.2.C.2 Job Embedded	III.2.C.3 Results-Driven	IV.1.A.1 Methods	IV.1.B.1 Volunteering
IV.1.B.3 Decision-Making	V.1.A.1 Purpose	V.1.A.2 Systematic	V.1.A.3 Multiple Types
V.1.A.5 Technical Quality	V.1.B.1 Retrievable	V.1.B.2 Security	V.1.C.1 Process
V.2.A.1 Analysis	V.2.A.2 Dialog About Meaning	V.2.B.1 Dissemination	V.2.B.2 Data Driven Decision Making
I.2.B.2 Best Practice			I.1.B.2 Students
Section III: Plan to Accomplish Student Achievement Goals			
Measurable Objective Statement to support Goal: 75% of students who take the 2010 MME will meet or exceed standards in science; including a reduction of 10% in subgroup gaps that exceed 20%. 8 th grade MEAP science scores will also increase by 5%.			
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:			

MEAP, MME, Common assessments, local assessments

Strategy Statement:

Teachers will research best practices around science instruction, including ways to address science skills with those that are economically disadvantaged. Research into how to make science interesting to girls will also occur.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Develop common assessments for science courses	Middle School and High School Science Teachers	September 2009					Curriculum Coordinator will monitor the creation and evaluation of common assessments for each science course offered	A common assessment, to be administered at the beginning and end of courses, will be created and on file.
Organize science supply closet, keeping in mind OSHA regulations	MS/HS science teachers Janitorial staff	June 2009	June 2009				Science team will coordinate a time to empty and reorganize the science supply closet, while adhering to OSHA regulations	An organized science closet that is utilized more frequently, and results in increased hands-on and discovery learning opportunities for students
Align curriculum to HSCE's & GLCE's	Science Department	June 2009	June 2010				Curriculum Coordinator will facilitate the process of aligning science curriculum to HSCE's & GLCE's	Alignment documents will be available and on file in multiple locations
Middle school and Biology room remodeling (tiling of portion, fire extinguishers, utility tub, outlets)	MS/HS science teachers Janitorial staff Superintendent	June 2009	September 2009				Middle school and high school science teachers will develop a cost-effective layout of a science classroom and communicate with superintendent and janitorial staff on a timeline for completion, and location of improvements	Provide a better learning environment for students. Provide a learning environment conducive to a variety of learning styles and teaching method, including experiments.
Creation of curriculum binders	Science team						Curriculum Coordinator will	Course and unit organizers will be

Increase the number of hands on instructional activities to 6 per trimester	Science team	June 2009	June 2010	Clearly defined budget Resources Materials	Teacher observations Curriculum documents	Teacher lesson plans will show evidence of increased hands on instructional activities
Vertical meeting times for 7-12 teachers and 5-8 teachers	Science teams Curriculum Coordinator	June 2009	June 2010	Building meeting schedule	Curriculum coordinator will schedule meetings	Increased vertical alignment and increased communication between and among science teachers 5-12.

Other Required Information

What research did you review to support the use of this strategy and action plan?

Grant Wiggins, Heidi Hayes-Jacobs, Carol Ann Tomlinson are just a few of the experts whose work we reviewed and utilized in developing these strategies and action plans, especially in regards to curriculum mapping, differentiated instruction, and alternative teaching strategies.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?

Professional Development activities related to curriculum alignment, assessment creation, and hands on science teaching strategies will be needed to effectively implement some strategies listed above.

How has the school integrated its available fiscal resources to support this strategy and action steps?

Evidence of fiscal support of these initiatives can be found in the District's Consolidated Grant, with expenditures in the Title I, IIA, & IID funds.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?

The technology school improvement plan highlights issues that would indirectly support the implementation of these strategies. Technology needs and desires are forwarded to the school's technology director, with the hope that technology will become more integrated as it becomes more user-friendly

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan?

The success of activities within this plan will be determined through the processes as outlined above. Curriculum Coordinator will oversee the collection of such documentation and collect it in a central location. The Science School Improvement Team will also use the evidence for activity success to monitor this plan.

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.

By the end of the 2009-2010 school year, progress on this plan will result in increased science academic achievement for all students—with special attention being paid to making science more appealing to girls as well as our economically disadvantaged population.

State of Michigan School Improvement Planning Template

School Year: 2008-2009

School:
Crossroads Charter Academy Middle School/High School

Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)

Content Area: Social Studies **Active Goal** **Maintenance Goal** **Revised Goal**

Student Goal Statement: All students will improve in Social Studies

Statement of gap in student achievement (Need Statement):

Analysis of data reveals that only 93% of our students were proficient in Social Studies on the MME, and only 84% of our 9th grade students were proficient in social studies on the MEAP.

Contributing Cause for the gap in student achievement:

Further analysis of MME data shows that in the areas of Discourse and Decision making, students performed at a 40% accuracy rate. Additionally, only 64% of our students were proficient in creating a constructive response. Deficiency (52% proficiency) is also apparent in the MEAP within the history portion. Furthermore, significant gaps were found between our economically disadvantaged students and their peers—35% in 1th grade.

List the multiple sources of data used to identify the gap in student achievement:

MEAP, MME, MAP, Classroom Assessments

Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)

List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:

I.1.A.1 Curriculum Documents	I.1.A.2 Standards Alignment	I.1.A.3 Articulated Design	I.1.A.4 Curriculum Review	I.1.A.5 Inclusive
I.1.B.1 Staff	I.1.B.3 Parents	I.2.A.1 Content Appropriateness	I.2.A.3 Reflection and Refinement	I.2.B.1 Delivered Curriculum
I.2.B.3 Student Engagement	I.3.A.1 Alignment/Content Validity	I.3.A.2 Consistency/Reliability	I.3.B.1 Reporting	I.3.B.2 Informs Curriculum and Instruction
I.3.B.3 Meets Student Needs	II.1.A.1 Knowledge of Curriculum, Instruction and Assessment	II.1.A.2 Knowledge and Use of Data	II.1.A.5 Knowledge of Adult Learning	II.1.A.7 Focus on Student Results
II.1.B.2 Coaching and Facilitating	II.1.B.4 Clear Expectations	II.1.B.5 Collaboration and Communication	II.2.A.2 Learning Focused	II.2.A.4 Collaborative Inquiry
II.2.A.5 Data-Driven Culture	II.2.A.6 Collaborative Decision-Making Process	II.2.B.1 Shared Mission and Vision	II.2.B.2 Results-Focused Plan	II.2.B.3. Implemented
II.2.B.4 Monitored	II.3.A.1 Human Resources	II.3.A.2 Fiscal	II.3.A.4 Time	II.3.B.1 State and Federal
II.3.B.3 School	III.1.A.2 NCLB (Highly Qualified)	III.1.B.1 Content Knowledge	III.1.B.3 School/Classroom Management	III.1.B.4 Collaboration
III.1.B.5. Student-Centered	III.2.A.2. Staff Collaboratively Analyze Student Work	III.2.B.1. Uses Best Practices	III.2.B.2 Applies Curriculum Content	III.2.C.1 Aligned
III.2.C.2 Job Embedded	III.2.C.3 Results-Driven	IV.1.A.1 Methods	IV.1.B.1 Volunteering	IV.1.B.2 Extended Learning Opportunities
IV.1.B.3 Decision-Making	V.1.A.1 Purpose	V.1.A.2 Systematic	V.1.A.3 Multiple Types	V.1.A.4 Multiple Sources
V.1.A.5 Technical Quality	V.1.B.1 Retrievable	V.1.B.2 Security	V.1.C.1 Process	V.1.C.2 Tools
V.2.A.1 Analysis	V.2.A.2 Dialog About Meaning	V.2.B.1 Dissemination	V.2.B.2 Data Driven Decision Making	I.I.B.2 Students
I.2.B.2 Best Practice				

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:

85% of students who take the 2010 MME will meet or exceed standards in social studies; including a reduction of 10% in subgroup gaps that exceed 20%. 9th grade social studies scores will also increase by 5%.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:

MEAP, MAP, Common Assessments, local assessments

Strategy Statement:

Teachers will research best practices around social studies instruction, including ways to address social studies skills with those that are economically disadvantaged. Special focus will be placed on developing ways to increase proficiency in writing constructively within the social studies content area.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed		Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source		
Create common assessments in all Social Studies Michigan Merit curriculum subjects that effectively reflect learning in the power standards and emphasizes multiple cognitive skills	Social Studies Department	Winter 2009	Fall 2010	Assessment creation tools	Title IIA	Meeting minutes	Implementation of the administration of the test beginning in Winter 2010
The social studies staff will integrate written and oral language assignments within all social studies courses.	Social Studies Department	Fall 2009	Spring 2010	Written and oral language assignments		Meeting minutes Lesson plans	Implementation of written and oral language assignments within all Social Studies Courses as evidenced through teacher observations and lesson plans.
Departmental rubrics will be developed and implemented and writing samples will be analyzed to determine ongoing needs.	Social Studies Department	Winter 2009	Spring 2010	Meeting time to create rubrics and analyze student writing as a department		Curriculum Coordinator will oversee the creation of department rubrics and the scoring of student writing as a group	Rubrics will be developed, used, and on file. Group analysis of student writing will occur (meeting minutes)

Middle and High School Social Studies instructors will meet regularly to provide professional support, discuss best practices, and exchange ideas concerning content delivery, assessments, and pacing.	Social Studies Department	Fall 2009	Continuous	Building meeting schedule Substitutes: -External -Internal	Title IIA free	\$70/day \$35/ 1/2 day	Curriculum Coordinator, along with the principal and guidance counselor will arrange a meeting schedule to maximize both teacher professional time as well as student instructional time	Meeting minutes Professional Development logs
The Social Studies department will meet annually with scheduling personnel to provide input and direction regarding student scheduling within the Social Studies curriculum.	Principal Social Studies Department Guidance Counselor	Spring 2009	On-going	Building and school calendar			The social studies department, along with the principal and guidance counselor will collaborate to create a schedule that works for everyone	Building schedule will promote more effective grade level management of the Michigan Merit curriculum.
6 Traits Training	Social Studies Department	May '09	December '09	6+1 Traits of Writing Professional Development	Title IIA	TBD	Periodic class observations by principal Review of lesson plans by principal	Vertically aligned and consistent writing framework

Other Required Information

What research did you review to support the use of this strategy and action plan?
6+1 Traits writing, Rick Stiggins, and Carol Ann Tomlinson are examples of research consulted to design these strategies.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
Cross-curricular writing and oral language resources, creating effective rubrics, creation of effective formative and summative assessments.

How has the school integrated its available fiscal resources to support this strategy and action steps?
Evidence of fiscal support of these initiatives can be found in the District's Consolidated Grant, with expenditures in the Title I, IIA, & IID funds.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps?
The technology school improvement plan highlights issues that would directly support the implementation of these strategies. Technology needs and desires are forwarded to the school's technology director, with the hope that technology will become more integrated as it becomes more user-friendly

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan?
The success of activities within this plan will be determined through the processes as outlined above. Curriculum Coordinator will oversee the collection of such documentation and collect it in a central location. The Social Studies School Improvement Team will also use the evidence for activity success to monitor this plan.

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.
By the end of the 2009-2010 school year, progress on this plan will result in increased social studies academic achievement for all students—with special attention being paid to writing within and across the social studies content areas.

Crossroads Charter Academy
Title I Targeted Assistance 7-12 Building
Required Strategies

If your building receives Federal Title I funding, and you are designated as a *Targeted Assistance Building*, you will need to ensure that your school improvement plan includes strategies or action steps that describe what your school will do to address the following statements. You can provide the description in the text box provided here.

Complete a Comprehensive Needs Assessment and analyze data to determine eligible target students and their achievement status

1. Needs Assessment

- 1a. Describe the needs assessment process to review academic student achievement data to identify children who are failing or most at risk of failing to meet the district's core curriculum standards for Title I, Part A services.

The Northwest Evaluation Association assessment (MAP) is given to assess academic proficiency for 7th-12th grade students in mathematics, language arts, and science. We assess each student by the median score and determine interventions that are necessary for improvement. The Michigan Educational Assessment Program test will be used to assess students in the areas of language arts (7th and 8th grade), math (7th and 8th grade), science (8th grade) and social studies (9th grade). The STAR reading test will be used to assess students' reading skills (7th and 8th grade). The PLAN test will be used to assess 10th and 11th grade students' proficiency in the areas of language arts, math, and science. The Michigan Merit Exam will be used to assess 12th grade students' proficiency in the areas of math, science, language arts, and social studies. In each course and grade level, teacher assessments (grades) will be used to determine student proficiency on the state GLCEs and HSCEs.

1b. Describe the multiple, educationally related, objective criteria established for this process to generate the list of eligible students in 7th -12th Grade.

Students will be categorized as at risk of failing to meet the state core curriculum standards if they:

- Are below the median range on the MAP test (7th-12th grade)
- Are at level 3 or 4 on the MEAP (7th-9th grade)
- Are at level 3 or 4 on the MME test (12th grade)
- Are reading below grade level as shown on STAR or MAP tests (7th-12th grade)
- Have received a projected composite score of 16 or below on the PLAN test
- Have received a "D" or below in any core class during the current or previous year (3 trimester)
 - To determine which students will be receiving Title I services, all student assessments are compiled and reviewed by the faculty and their PLC, by the guidance counselor, and by the administration during the academic year. The Title I Program Rubric Guide is will be used to determine eligibility for the program (see Appendix).

1c. Describe the identification process for preschool through Grade 2 if based solely on criteria such as; teacher judgment, interviews with parents and developmentally appropriate measures.

N/A

2. Services for Eligible Students in 7th -12th Grade

Facilities:

At the beginning of the school year there will be a Title I targeted assistance room (room 106) with 6-8 computers to be used exclusively for Title I targeted assistance students. Para pros and teachers will use the room to help students write papers and complete homework. The Title I targeted students will also use the technology to reach their educational goals by tracking their progress.

Products:

We have purchased Accelerated Math and Accelerated Reader for use in the Title I targeted assistance room. We plan to purchase books on tape to assist our Title I targeted auditory learners. Planners will be purchased for all Title I targeted students to improve organizational skills and raise proficiency.

Training:

Para pros will attend training in Algeblocks, Accelerated Reader and Math, as well as 6+1 Traits Writing. All para pro training will be K-12 and funded from district funds.

Staffing:

There will be two para pros to assist students within the core classrooms and the teachers will schedule these para pros. The para pros' schedules will be rotated throughout the day to ensure availability. In order to accomplish this, two new para pros will be hired. The para pros will weekly check student grades and missing assignments on Skyward. A para pro will be available between 7:30 and the beginning of the school day to answer questions, help with test preparation and homework.

National Honor Society students will provide peer tutoring during both middle school and high school lunch periods.

On Monday-Thursday teachers will be available for student tutoring/extra assistance until 3:45 p.m.. Math and writing labs will be available for Title I students to receive individualized assistance with writing or math homework. Computers will be available after school until 3:45, so students can receive guidance through research and the writing process.

Instruction:

Para pros will assist students with note-taking, organization, and study skills. They will check students notes, planners, and homework.

3. Incorporated Into Existing Title I School Program Planning

Note: If Title I is clearly identified as an intervention in the CNA action plan you may just indicate where to find the interventions.

3a. Describe how planning for Title I, Part A students is incorporated into the existing school improvement planning process: Briefly outline the school improvement process and how objectives and strategies for Title I students are incorporated into the school improvement plan.

Our Title I para pros will hold positions on the English/Language Arts and Math School Improvement planning teams, which meet on a monthly basis. Objectives and strategies will be discussed within planning meetings that not only address the needs of the general education students, but of the targeted students as well. The goal of the Title I department is to provide targeted students with the ability to meet the school improvement objectives. Title I para pros will meet on a regular basis with the school improvement chairs and the curriculum coordinator to discuss strategies and action plans. All other subject area teams will communicate with the Title I para pros to incorporate specific strategies in their strategies and action plans as well.

4. Instructional Strategies

4a. Describe in detail the supplemental Title I, Part A program. Include all extended time opportunities, the instructional strategies that will be utilized for eligible students, and reference the scientific research that supports the use of each strategy or method included.

After the identification of students who are at-risk, the administrator meets with the students' classroom teachers to review the individual student profiles of those scoring "At-Risk" on assessments. During this meeting, the students' needs, both academic and social, are discussed to determine the best setting for remediation. This may include, but is not limited to, extra teacher support, instructional assistant in-class support, and/or pull-out support with the Title I para pro. Emphasis is placed to provide the intervention and support that best fits the students' needs, while limiting their absence from the classroom.

Teaching for Success:

Teachers will continue to use cooperative learning as part of their pedagogy in implementing lesson and unit designs (Dale Slavin). Authentic assessment will be used with scaffolding and differentiated instruction in each classroom (Wiggins and Mctighe). Socratic seminars will be given in all core content areas to help students articulate their thinking process (Gray and Tredway). Teachers' Lessons are designed based upon the theory of multiple intelligences (Gardiner) and Brain-based learning strategies are used in order to improve student learning (Jensen).

Learning Beyond the Traditional School Day:

Title I targeted students are given the opportunity to attend June school. This program is available to 7th – 12th grade students. The goal of the program is to increase student achievement through extended practice in ELA, math, science, and social studies. 7th – 12th grade students can master concepts they struggled with during the school year.

Math and writing labs also extend student learning beyond the regular school day. Students are given the opportunity to work one-on-one with teachers certified in the areas of math and English.

5. Title I and Regular Education Coordination

5a. Describe how the Title I, Part A program coordinates with and supports the regular education program. This description, if appropriate, must include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State of Michigan-run preschool programs to elementary school programs.

The Title I program supports classroom teachers by administering diagnostic assessments such as the MAP test, Pearson Assess tests, STAR tests and teacher designed writing tests that will give in-depth analysis to find out what a child needs. They communicate regularly with classroom teachers through data days in which data is reviewed and presented by teachers to make sure the interventions being used are appropriate and allow the student to make academic gains. The process will be accomplished during PLC time (bimonthly).

6. Instruction By Highly Qualified Staff

6a. Provide an assurance statement that all Title I paraprofessionals meet the NCLB requirements and/or that all teachers are Highly Qualified (no Title I funds may be used to support any staff member that does not meet the requirements).

All Title I paraprofessionals employed by Crossroads Charter Academy must meet the requirements for NCLB as outlined in Section 1119 of the Title I Act. All teachers must also meet the requirements of NCLB and be highly qualified.

7. High-Quality and On going Professional Development

7a. Describe additional professional development provided to Title I, Part A staff working with identified children.

Para professionals will be included in the August teacher sessions; Authentic Assessment, Assessment for Learning. They will also attend the Michigan Reading Association conference in the spring as well as learning sessions offered by our local ISD (yet to be determined). Para professionals will also attend training in STAR, 6+1 Writing Traits, Algeblocks, Accelerated Math and Reading, and training in the use of Skyward. The professional development portion of our building grant will be used by the district to provide in-service to the K-12 Title I staff.

The school principal will have bimonthly meetings with the para professionals in order to increase their understanding of how students learn. Topics such as learning styles, effective reading techniques, behavioral management issues, writing to learn and other key ideas will be covered.

8. Strategies to Increase Parental Involvement

8a. Describe the strategies to increase parental involvement: Description of activities outlined in Section 1118(e)(1)-(5) and Section 1118(f). See Title I Targeted Assistance Plan Rubric ([hyperlink at top](#)) for complete details on this section of the law.

On September 3rd the school principal will be meeting with parents to discuss the Title I program to let the parents know what they can expect from this new program and to inform them of how they can be involved. At this time the principal will ask for Title I committee members. There will be three K-12 Title I targeted parent nights. Two of these nights will focus on learning techniques and activities. The third parent night will feature a guest speaker (Mr. Lauer), who will discuss how the brain works. Refreshments will be served at all three meetings. Funding will be reduced at the building level for these district level events.

Both para pros will be at parent teacher conferences to assist the parents and teachers in communicating the needs of the Title I students. Classroom teachers will update their curriculum information on the school website to keep parents informed about what their child is learning. Homework hotlines will be used to let parents know what work is due and when. Teachers and/or para pros will communicate student progress through phone calls or emails.

The title I department will keep families informed of opportunities for involvement and encourage participation in various programs, provide access to educational resources for parents/families to use together with their children, including literacy kits designed by the Title I staff and the English teachers; keep families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs, and enable families to participate in the education of their children by providing input into district policies, and volunteering time within the classrooms and school programs. Furthermore, effort is made to coordinate parent involvement of Title I with those of other educational programs. Examples of such are the PTO providing child-care during parent-teacher conferences, and hiring staff for extra events such as special presentations to enable parents to attend such activities without hindrances.

8b. Describe the process of parent involvement in the following:

Program Design

Parents are invited to serve as members of the committee that develops the Title I program.

Program Implementation

Parents are invited to participate in the process of reviewing the implementation of the plan and suggesting improvements, are given access to any instructional material used as part of the educational curriculum, and are encouraged to attend any class.

Program Evaluation

Parents are invited to participate in the process of evaluating the Title I program through membership on a committee and/or completion of a parent survey

8c. Describe the process to develop and use the parent compact.

The parent compact was developed to provide a concrete description of each person's role (student/parent/teacher) in a student's educational experience. By signing the contract; students', teachers, and parents agree to perform their role to the best of their ability.

8d. Provide an assurance statement that the compact is used annually at parent teacher conferences.

The parent compact at Crossroads Charter Academy is used annually at parent-teacher conferences.

8e. Upload the school-level parent involvement policy and the parent compact.

See Appendix

8f. If appropriate, describe how a school will provide individual student academic assessments in a language the parents can understand, and clear interpretation of results.

If practical, information is provided in a language understandable to parents.

9. Coordination of Title I and Other Resources

9a. Describe the coordination and integration of Federal, State and local programs and services to support the eligible Title I, Part A students and their respective learning needs. Include, if applicable, programs such as violence prevention, nutrition, housing, Head Start, adult, vocational & technical education and any other programs that help support the Title I-eligible students in your school.

Effort is made to coordinate the expenditures within Title funds and general funds to best serve the needs of the students.

Crossroads 8th graders attend Career Day, which is organized by the local ISD. Students meet with instructors, who describe their program to the students. Local recruiters from the various branches of the armed services also come in to speak with students about their careers.

The community bussing system is used to transport students to college and ISD events.

The Local Health Department does vision screening of 7th and 9th grade students.

The Youth Attention Center provides free counseling to at risk students who are experiencing delinquency issues.

The community police department provides a police officer liaison to help with our crisis management plan (lock down procedures). The officer also provides leadership and counseling to students with social challenges.

The National Hot Lunch program provides nutritious meals to students in need at a free or reduced rate.

Our ISD provides assistance to homeless youth and ensures that their basic needs are met.

10. Ongoing Review of Eligible Student Progress:

<p>10a. Describe the process utilized in an ongoing basis, to monitor the progress of participating children including the assessment tools used.</p> <p>Students who are receiving Title I assistance are continuously monitored for progress in grades 7-12 through the use of the MAP test, ELA writing tests, Pearson Assess, Skyward grades, and teacher/para pro input during PLC time. Para pros will be monitoring progress weekly as they check Skyward grades for Title I students.</p>	<p>10b. Describe how the data will be utilized to inform instruction and/or revise the targeted assistance program.</p> <p>The results from progress monitoring are discussed between the Title I staff and the classroom instructor, and changes are made or not made based on the results of progress monitoring, observations from the Title I staff, and recommendations from the classroom teachers. Programs that appear to be assisting students in making academic gains are continued, and programs that do not seem to be aiding students' progress are altered or discontinued, depending on the discussions between classroom teachers, Title I staff, and parents.</p> <p>10c. Describe how evaluation of program services is utilized in planning professional development for teachers on how to identify students and implement the standards in the classroom.</p> <p>The para pros and teachers will collaborate on students' performances and set goals during each trimester. Student deficiencies will drive staff development with utilization of the before mentioned assessments guiding the subject of the professional development. Teachers will be trained to use Pearson Assess in order to ensure that the state standards drive the curriculum and are a core part of the assessment targets.</p>
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Appendix

Board of Directors

Crossroads Charter Academy

PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS POLICY

The Board of Directors believes that the education of each student is a responsibility shared by the school as well as the family. The board recognizes the need for a constructive partnership between the district and families that will provide for two-way communication and foster educational support for students and families.

The Board also recognizes the special importance of parental involvement to the success of its Title I program. Pursuant to federal law, the district and parent will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In Keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will:

1. Provide activities that will educate parents regarding the intellectual and developmental needs to their children at all age levels. This will involve promoting cooperation between the district and other agencies or school/ community groups to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents in the educational process, including:
 - Keeping families informed of opportunities *for* involvement and encouraging participation in various programs.
 - Providing access to educational resources for parents/families to use together with their children.
 - Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to:
 - Provide input into district policies
 - Volunteer time within the classrooms and school programs.
4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
5. Perform regular evaluations of parent involvement at each school and at the district level.
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
7. If practicable, provide information in a language understandable to parents.

Title I Parent Involvement: District Policy

Pursuant to federal law, the district and parents of children participating in the Title I program will jointly^y develop and agree upon a written parent involvement policy. This policy will describe how the agency will accomplish the following:

- Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.

- Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
- Involve parents in the activities of the schools served.

Title I Student Information 2009-2010

(Please return to **Tom Saporito**)

Student Name: _____ **Birth Date:** _____

Teacher: _____ **Grade:** _____

Area of service: _____ English
 _____ Math
 _____ Science
 _____ Social Studies

Date of last eye exam: _____

(Other than school screening)

Results: Glasses (Please check one) Yes _____ No _____

Other information: _____

Date of last hearing evaluation: _____

(other than school screening)

Were any concerns noted? Yes _____ No _____

If yes, please explain: _____

Is your student prone to ear / sinus infections? Yes _____ No _____

Any known allergies? Yes _____ No _____

If yes please explain: _____

Are there any other health concerns that we may need to be aware of? Yes _____ No _____ If yes please explain: _____

At Crossroads Charter Academy we strive to provide children with the necessary skills in all subject areas recognizing that reading, writing and math are critical to a child's academic success. Title I offers an additional 30-60 minutes of instruction based on the individual needs of each child.

At this time we have the information we need to help your child. However, if the need arises we would like permission to do further testing. Please sign and date below acknowledging your awareness that your child will receive Title I assistance and further testing as needed.

Parent Signature _____

Date _____

CROSSROADS CHARTER ACADEMY
2009-10
Student/Teacher/Parent Contract

Parents: You may take the contract home for your child to sign if s/he is not with you today, or you may return the contract to the school and the teacher will collect the student's signature.

Parent/Guardian Agreement

I want my son/daughter, _____ to achieve.

Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline.
- Encourage my child's efforts to do his/her best.
- Stay aware of what my child is learning.
- Encourage positive attitudes.
- Attend parent-teacher conferences and other school functions.
- Communicate with teachers and/or school officials.
- Establish a time for sharing daily school experiences and/or completing homework.

Parent/Guardian Signature: _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Come to school ready to learn.
- Finish my school work and participate in classroom activities.
- Follow all school rules.
- Respect others and their belongings.
- Do my part in keeping my school clean and safe.
- Set aside a regular time and place each night to complete homework.

Student Signature: _____

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide teaching and leadership.
- Demonstrate care and concern for each student.
- Make efficient use of academic learning time.
- Use special activities in the classroom.
- Provide an environment that allows for positive communication for all.
- Encourage students and parents by providing information about progress through phone calls or email.
- Give students strategies to increase competence.

Teacher Signature: _____

CROSSROADS CHARTER ACADEMY
 TITLE I ELIGIBILITY RUBRIC
 7-12 BUILDING

DATE: _____
 TRIMESTER __

STUDENT	MEAP/ MME/ PLAN ACT	MAP	GRADES	ELA WRITING	FINAL SCORE
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TITLE 1 ELIGIBILITY RUBRIC GUIDE

MEAP/ MME	PLAN/ ACT	MAP	ELA WRITING	GRADES
4 = 4	13 AND BELOW = 4	2 GR BELOW = 4	1 = 5	F = 5
3 = 3	14 - 18 = 3	1 GR BELOW = 3	2 = 4	D = 4
2 = 2	19 - 24 = 2	AT MEDIAN = 2	3 = 3	C = 3
1 = 1	25 AND UP = 1	ABOVE MEDIAN = 1	4 = 2	B = 2
			5 OR 6 = 1	A = 1

