



School Improvement Plan



**Crossroads Charter Academy Elementary
2009-2010**

School Improvement Plan

School Year: 2009-2010
School District: Crossroads Charter Academy
School Name: Crossroads Charter Academy Elementary
Grades Served: PreK-6
Principal: Kendall Schroeder

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 Year: 2008-2009	
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)	
Content Area: English Language Arts	<input type="checkbox"/> Maintenance Goal
Student Goal Statement: All students will improve in Writing	<input checked="" type="checkbox"/> Active Goal
Statement of gap in student achievement (Need Statement): Data analysis reveals that only 60.2% of our students in grades 3-8 are meeting or exceeding standards in writing.	
Contributing Cause for the gap in student achievement: At some grade levels, data analysis shows a gap of 8-25 percentage points between males and females; additionally in some grade levels there is a 30-40% gap rate between economically disadvantaged students and their peers	
List the multiple sources of data used to identify the gap in student achievement: MEAP (grade level, school summary, school/district demographic), STAR reading, Accelerated Reading, MAP, Schoolwide Writing Prompts, 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.B.3 Parents	IV.1.B.2 Extended Learning Opportunities
V.1.A.3 Multiple Types	IV.1.B.3 Results Driven
Section III: Plan to Accomplish Student Achievement Goals	
Measurable Objective Statement to support Goal: 65% of students will score proficiently (Levels 1 & 2) and a 5% drop in the gap in both subgroup areas (sex & economic status) will occur on the Fall 2009 MEAP test.	
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP (grade level, school summary, school/district demographic), STAR reading, Accelerated Reading, MAP, Schoolwide Writing Prompts, Classroom assessments	
Strategy Statement: Teachers will continue to vertically align the writing curriculum, paying special attention to addressing the needs of our subgroups.	

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed		Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source		
Consistent Literature program (Open Court) K-6	Director of Instruction and Learning, K-6 teachers	September 2006	September 2007	Open Court Literature Program	Curriculum	Curriculum will be purchased and in-service will be provided to insure proper implementation	Consistent literature program implemented
Attendance at the MCTE Fall Workshop and Spring Conference	Select elementary teachers Title I Teacher 2 or more paraprof	Fall 2009 Spring 2010	Spring 2010	Registration fees Meals Travel Lodging	Title II A Title I	Curriculum Coordinator will oversee registration of teachers at conference.	Teachers who attend conference will share with other teachers what they have learned.

Set up lower Elementary (K-6) rooms with listening/reading centers (books on tape/cd)	Director of Instruction and Learning, K-3 grade teachers	September 2006	Fall 2008	CD players Headphones Books on tape/CD			Director of Instruction and Learning will oversee the purchase of hardware to implement this strategy and document implementation.	Implementation of reading centers in elementary classrooms
Implement Fluent Reader in Title I and Special Education	Director of Instruction and Learning, Title I Teacher, Special Education Teachers, Title I paraprofs	September 2006	June 2010	~Computers ~Headphones ~Microphones ~program access	Title I A		Title I supervisor will oversee the implementation and use of the program by Title I staff through plan logs and data days.	Use of Fluent Reader as a Title I and special education strategy for reading
Continue using Saxon Phonics K-2	Director of Instruction and Learning, Principal, Board of Education, K-2 Teachers	September 2006	September 2010	Saxon students and teacher materials	Curriculum		Director of Instruction and Learning will oversee purchase of necessary materials; principal will monitor implementation through classroom walkthroughs and journals	Solid early elementary phonics program
Implement a consistent Writing curriculum across all grade levels that effectively addresses the framework of 6 +1 Traits	Director of Instruction and Learning, K-6 teachers	September 2006	June 2010	6 + 1 Trait Resources, Professional Development (initial and ongoing)	Curriculum Title IIA		Successful implementation will be monitored through classroom observations, teacher lesson plans and activities	Consistent writing program and vocabulary across grade levels K-6.
Parents as Partners night	Title I Director Title I Teacher Title I para-pros	January 2009	Ongoing	Materials Staffing	Title I A		Title I Department will schedule multiple parent nights in the school calendar for parents to learn about ELA strategies they can do with their children at home to enhance early reading skills.	Completion of multiple parent nights Better documented conversation between Title I and the home

Develop a publishing center with parent volunteers to publish at least once a month	ELA School Improvement Team	September 2006	June 2010	~publishing materials ~publishing programs/technology	Title IIA Title IID	ELA School Improvement Chair, along with Director of Instruction and Learning will organize and plan a publishing center/club	Published student writing
Creation of an academic center to provide a home base and a quality learning environment for Title I staff and students.	Director of Instruction and Learning, Title I teacher and staff, ELA SI committee	September 2006	March 2008	Classroom, desks, tables, chairs, bookshelves, file cabinets, technology, etc.	Title I Title IID General funds	Priority given to this department when space opens up	Title I programs more successful; increased proficiency by students in the program, increased rate of students 'graduating' from Title I services
Re-examine GLCE's and develop Power Standards K-6	Director of Instruction and Learning, K-6 Teachers	September 2006	June 2010	Power Standard information, Common planning time		Director of Instruction and Learning will monitor that teachers are completing standards	Provide a more streamlined approach for teachers to insure they are covering all GLCE's. Evidence of teachers using them will be found in teacher lesson plans
Sailing into Summer: A Summer Title I intervention program	Director of Title I	Summer 2007	Ongoing	Math, reading, writing, and oral language interventions Snacks Educational computer software Supplies	Title IA	Students will be selected based on Title status and data from the previous school year.	Instructors will provide feedback to next school year's classroom teacher about the gains made and weaknesses needed to start the new year with interventions in place.
School wide writing prompt	Director of Instruction and Learning	September 2007	June 2010			Director of Instruction and Learning will provide teachers with prompts to be given 3x a year. Director of Instruction and Learning will schedule time to score and review the student writing, and structure instruction accordingly	Provides another sample of student writing for teachers to score. Provides opportunity for focused writing instruction that addresses the weaknesses of the students

Title I specific trainings: Accelerated Reader, Read Naturally, Corrective Reading, and REWARDS	Title I teacher Title I staff (paras)	July 2009	June 2010	Registration Presenter AR: RN: CR: REW:	Title I	TBD	Title I teacher and Curriculum director will schedule appropriate trainings in the listed programs	Title staff will be better equipped to use programs as interventions to better meet student academic needs
Handwriting without Tears Training	Title I teachers Title I staff	July 2009	June 2010	Registration	Title I	TBD	Title I teacher and curriculum director will register Title staff for HWT training	Title staff will be better equipped to use HWT as an intervention for students
Orton Gillingham method training	Title I teachers Title I staff	July 2009	June 2010	Registration	Title I	TBD	Title I teacher and curriculum director will register Title staff for Orton Gillingham training	Title staff will be better equipped to use this method when working with Title students
Saxon Phonics Intervention training	Title I teacher Title I staff	July 2009	June 2010	Registration Presenter	Title I	TBD	Title I teacher and curriculum director will register Title staff for Saxon Phonics Intervention Training	Title staff will be better equipped to use this program when working with Title Students

Other Required Information

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

Research on the 6+1 Writing Traits framework was consulted before implementing; research and data mining concerning the effectiveness of Saxon Phonics was conducted before making the recommendation to continue the use of the program; multiple data points were examined concerning the effectiveness of programs; research concerning writing for our subgroups is ongoing; and research concerning the effectiveness of a vertically aligned curriculum.

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

Inservice/instruction will be needed for many of our initiatives including: Open Court Literature Program, Power Standards, 6 +1 Traits, School-wide writing prompts, writing for boys, writing for economically disadvantaged students

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 Coordinator 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.**

At the end of the 2009-2010 school year, positive gains in student writing achievement will be shown on the MEAP as well as the school-wide writing prompt and classroom writing assessments.

State of Michigan School Improvement Planning Template

School: Crossroads Charter Academy		School Year: 2008-2009				
Section I: Comprehensive Analysis Report on Student Achievement <small>(From the Comprehensive Needs Assessment)</small>						
Content Area: Math	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal			
Student Goal Statement: <i>All students will improve in Math</i>						
Statement of gap in student achievement (Need Statement): Analysis of MEAP data shows that although we had 91% proficiency in math in grades K-8, there were still areas of concern as evidences within the MEAP strands as well as classroom assessments.						
Contributing Cause for the gap in student achievement: Causes for the gap in student achievement are: 79% proficiency rate in 5 th grade; 8% proficiency gap between males and females, with females outperforming males; and a 14% gap between economically disadvantaged students and their peers in 8 th grade. Local assessments indicated weaknesses in fractions and in the transition from elementary to middle school math.						
List the multiple sources of data used to identify the gap in student achievement: <i>MEAP (grade level, school summary, school/district demographic), STAR math, Accelerated Math, MAP, Curriculum Based Measures (4th-6th Grade), Classroom assessments</i>						
Section II: Comprehensive Analysis Report on System Processes and Practices <small>(From the Comprehensive Needs Assessment)</small>						
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:						
<i>I.1.B.3 Parents</i>	<i>II.1.A.3 Technology</i>	<i>III.2.C.3 Results Driven</i>	<i>IV.1.B.3 Results Driven</i>			
<i>V.1.A.3 Multiple Types</i>	IV.1.B.3 Decision-Making					
Section III: Plan to Accomplish Student Achievement Goals						
Measurable Objective Statement to support Goal: <i>100% of students will perform at the proficient level of the math MEAP test</i>						
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: <i>MEAP (grade level, school summary, school/district demographic), STAR math, Accelerated Math, MAP, Curriculum Based Measures (4th-6th Grade), Classroom assessments</i>						
Strategy Statement: <i>In order to assure 100% success on the Math MEAP in 2015, we will align our math vocabulary with that of the MEAP, develop Curriculum Based Measures, create math word walls, utilize math intervention notebooks and/or online resources, implement C.O.W./C.A.L.F. problems, and research and use Accelerated Math, time tests, and math games in the classroom</i>						
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed	Monitoring Plan	Evidence of Success
		Begin	End			
Comparison of math vocab between MEAP and CCA math curricula	K-6 teachers (Lindsey Seaver, contact)	September 2006	June 2010		Curriculum Coordinator will oversee this strategy during teacher's PLC times	A common vocabulary will be used throughout a student's math experiences.

Math benchmark assessments (curriculum based measurement (CBM) to be administered 3 times a year)	K-6 grade Teachers (Lindsey and Brandon Seavers, contact)	September 2006	September 2010				Lindsey and Brandon are following up by January 30 th , 2009 about any current but unknown CBM's Curr. Coord. will oversee creation of CBM's needed.	2 nd grade complete 4 th and 5 th grades have CBM's that correlate with Saxon Provides an aligned formative assessment tool that will guide teachers instruction Word walls are present in some classrooms
Math Word Walls	K-6 grade teachers	September 2006					To be decided if a required strategy after the completion of vocab comparison strategy Brandon Seaver will oversee the creation of either an online database of math interventions, or a notebook to be located in the Professional Learning Center	Create a resource enabling teachers to have easy access to a wide range of intervention possibilities to address needs in their classroom
Math intervention notebooks and/or online resource	Brandon Seaver, contact K-6 teachers	December 2008						
Reintroduction of C.O.W. (Challenge of the Week) and the C.A.L.F. (Challenge All Little Folk)	K-6 Teachers, Lindsey, Jean, Brandon, contacts	January 2009		Computers			Awards at monthly awards ceremony, tally of students participating, creation of bulletin boards	Students participating, increased critical thinking about math topics.
Accelerated Math	3 rd -6 th grade teachers	September 2006		Program upgrade Inservice		Title IID?	Curriculum Director, Tech director, and Superintendent will oversee hardware issues concerning Accelerated Math Principal will oversee and monitor implementation of AM into teachers lesson plans through observations and walk through journals.	Broader implementation of the Accelerated Math program Ability to use Accelerated Math as both an acceleration and remediation tool

Problem of the day (May combine with C.O.W.)	K-5 th grade teachers as dictated by Saxon curriculum	September 2006					Classroom teacher documentation of accuracy and participation	Provide students with a daily math challenge
Increased use and implementation of: Timed tests, fact wrap ups, math games to review, "Around the World" with math facts, skip counting, including possible intervention strategies.	K-6 teachers Title I Teachers	September 2006	Various math materials, interventions, and manipulatives				Principal will oversee and monitor implementation of various mathematics instructional tools through observations and walk throughs	Increased participation and accuracy in C.O.W. and C.A.L.F. programs More students receiving awards Increased mastery of basic math skills

Other Required Information

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

When developing these strategies and action plans, the Math School Improvement team researched various math instructional and intervention tools that were marketed to our needs based on the data we had. Furthermore, research and planning was done to develop ways to apply math concepts to real world activities. Research and analysis is also ongoing in regards to the effectiveness of common assessments and curriculum based measures.

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

The following types of in-services would be helpful in completing this plan: successful implementation of Accelerated Math, development of formative, summative, and common assessments, and development/implementation of various math instructional and intervention strategies.

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 both directly and 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?

Activities are being monitored as outlined above. Furthermore, the school improvement teams constantly analyze this school improvement plan and it's activities and make adjustments as more information becomes available.

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

Through the alignment of vocabulary and intervention strategies, student achievement in math will be evident both on state and local assessments.

State of Michigan School Improvement Planning Template

School: Crossroads Charter Academy		School Year: 2009-2010											
Section I: Comprehensive Analysis Report on Student Achievement <small>(From the Comprehensive Needs Assessment)</small>													
Content Area: Science	<input checked="" type="checkbox"/> Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal										
Student Goal Statement: All students will improve in Science													
<p>Statement of gap in student achievement (Need Statement): Data analysis reveals that 86% of our 5th graders were proficient in Science.</p> <p>Contributing Cause for the gap in student achievement: Less than 60% of our students scored at the proficient level in 6 areas of Physical Science, furthermore, we had a 22% achievement gap between our students who are economically disadvantaged and their non-disadvantaged peers</p> <p>List the multiple sources of data used to identify the gap in student achievement: MEAP (grade level, school summary, school/district demographic), classroom assessments,</p>													
Section II: Comprehensive Analysis Report on System Processes and Practices <small>(From the Comprehensive Needs Assessment)</small>													
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:													
I.1.B.3 Parents	II.1.A.3 Technology	III.2.C.3 Results Driven	IV.1.B.2 Extended Learning Opportunities										
V.1.A.3 Multiple Types	IV.1.B.3 Decision-Making		IV.1.B.3 Results Driven										
Section III: Plan to Accomplish Student Achievement Goals													
<p>Measurable Objective Statement to support Goal: <i>Students in Crossroads Charter Academy elementary classrooms will increase their writing and reasoning skills in science as evidenced by a 10% overall increase in students performing at the proficient level of the MEAP as well as a narrowing of the achievement gap of our economically disadvantaged students.</i></p> <p>For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: <i>MEAP (grade level, school summary, school/district demographic), Classroom assessments, grade-level common assessments</i></p> <p>Strategy Statement: Teachers will research best practices concerning science instruction, including those that address reducing the gap in our sub group populations. Furthermore, teachers will research and analyze various science curricula in order to provide a comprehensive vertical science program at Crossroads Charter Academy.</p>													
Action Steps	Staff Responsible	Timeline for Activity											
Teach summarizing skills for science—related texts, including the use of graphic organizers (i.e. Venn diagram, main idea and details, or GIST)	K-6 teaching staff	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Begin</th> <th style="width: 50%;">End</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">September 2006</td> <td style="padding: 5px;">June 2010</td> </tr> </tbody> </table>	Begin	End	September 2006	June 2010	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Resources Needed</th> <th style="width: 50%;">Amount</th> </tr> <tr> <td style="padding: 5px;">Resource</td> <td style="padding: 5px;">Source</td> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Resources Needed	Amount	Resource	Source		
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Monitoring Plan		Evidence of Success											
Elementary Science committee will research and present ways to teach summarizing skills for science		K-6 th grade teachers will keep a log of how many times they have used graphic organizers											

Teach organizational skills for scientific writing, including the use of graphic organizers (the Writing Frame, Venn, diagram, cause/effect)	K-6 teachers	September 2006	June 2010				Elementary Science committee will present action steps for using graphic organizers to the K-6 teaching staff.	Teachers will then keep a log of how many times they use a graphic organizer when doing scientific writing.
Use consistent terminology for the scientific method from Kindergarten through 6 th grade	K-6 teachers	September 2006	June 2010				Curriculum coordinator will monitor the creation of documents with common terminology. Elementary science team will encourage participation in the science fair.	Published binder containing common vocabulary for science instruction. Science fair participation for grades 2-6 with consistent terminology
Pursue aligning science curriculum materials with the Michigan Science Grade Level Content Expectations.	Science School Improvement Team, K-6 teachers	September 2006	June 2008				Curriculum Coordinator and Elem. Science team monitored the recording of alignment of the current curriculum with the GLCE's.	Creation of a document that showed weak alignment to the GLCE's, which was then presented to the Board of Directors Education Committee
Research curriculum options	Science School Improvement Team, K-6 teachers	September 2008	September 2009				School improvement team will research and find curriculum that better aligns to the GLCE's.	Presentation to and approval of science curriculum purchase by the Board of Directors Education Committee.
Implementation of a new Science Curriculum, K-6	K-6 teachers	September 2009					Curriculum Coordinator will oversee the purchase and implementation of a new science curriculum K-6.	A cohesive science curriculum K-6, that will result in improved teaching of science concepts and skills, thereby improving overall science achievement scores, both on local and standardized tests.

Other Required Information

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

Research concerning the effectiveness of a vertically aligned curriculum, as well as results from data mining were looked at and used in developing an action plan and strategies. Furthermore, research in how to make science interesting for students of various backgrounds and learning styles was also considered in developing and pursuing these strategies and action plans.

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

In-service/instruction as well as consistent and sustained collaboration time will be needed for many of our initiatives including: Organizational skills for scientific writing, GIST, curriculum implementation

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. As the strategies and action plans are implemented, ways to utilize the technology we have, as well as ways improved technology would enhance and assist us in meeting our goals.

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 completion of the 2009-2010 school year, a new science curriculum will be purchased and implemented in grades K-6.

State of Michigan School Improvement Planning Template

School: Crossroads Charter Academy		School Year: 2008-2009									
Section I: Comprehensive Analysis Report on Student Achievement <small>(From the Comprehensive Needs Assessment)</small>											
Content Area: Social Studies	x Active Goal	<input type="checkbox"/> Maintenance Goal	<input type="checkbox"/> Revised Goal								
Student Goal Statement: All students will improve in Social Studies											
<p>Statement of gap in student achievement (Need Statement): When analyzing MEAP data from Fall 2008, we found that only 84% of our students were proficient in Social Studies.</p> <p>Contributing Cause for the gap in student achievement: When performing alignment of the current curriculum to the newly released GLCE's in Spring of 2008, teachers found that only about 20% of our curriculum was aligned to state standards. Furthermore, we found and 26 point gap between our economically disadvantaged students and their peers.</p> <p>List the multiple sources of data used to identify the gap in student achievement: MEAP (grade level, school/district demographic), STAR math, Accelerated Math, MAP, Curriculum Based Measures (4th-6th Grade), Classroom assessments</p>											
Section II: Comprehensive Analysis Report on System Processes and Practices <small>(From the Comprehensive Needs Assessment)</small>											
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:											
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V.1.A.3 Multiple Types	IV.1.B.3 Decision-Making		IV.1.B.3 Results Driven								
Section III: Plan to Accomplish Student Achievement Goals											
<p>Measurable Objective Statement to support Goal: 100% of students will perform at the proficient level on the revised Social Studies MEAP test in 2015</p> <p>For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP (grade level, school summary, school/district demographic), MAP, Curriculum Based Measures (4th-6th Grade), Classroom assessments, Common assessments by grade level, Maps & Globes.</p>											
<p>Strategy Statement: In order to assure 100% success on the Social Studies MEAP in 2015, as well as increase student knowledge and achievement in social studies, teachers at Crossroads Charter Academy will research and provide appropriate resources, create common assessments, and design organizers, pacing guides, and power standards to assure vertical alignment.</p>											
Action Steps	Staff Responsible	Timeline for Activity	Resources Needed								
2 nd -6 th grade Teachers will use expectations to create a grade level assessment to be given at the beginning, middle and end of the school year.	2-6 teachers	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Begin</th> <th style="padding: 5px;">End</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">2009</td> <td style="padding: 5px;">2010</td> </tr> </tbody> </table>	Begin	End	2009	2010	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Resource</th> <th style="padding: 5px;">Amount</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> Exam view Test bank GLCE's </td> <td style="padding: 5px;">Curriculum Budget</td> </tr> </tbody> </table>	Resource	Amount	<ul style="list-style-type: none"> Exam view Test bank GLCE's 	Curriculum Budget
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		Monitoring Plan	Evidence of Success								
		Curriculum Coordinator will monitor progress of test creation through PLC meetings.	Administration of grade level assessment test beginning in May 2010.								

Provide teachers with resources to better align curriculum to state standards	Social Studies School Improvement Committee	2008	September 2009	<ul style="list-style-type: none"> • Scott Foresman curriculum 	Curriculum		Social Studies team will present selected curriculum to Board of Directors Education Committee for recommended approval.	Board of Education Approval of purchase of new materials; purchase and receipt of materials by deadline stated.
Teachers will design instruction to match assessments—including course and unit organizers and pacing guides	K-6 grade teachers	September 2009	2011	<ul style="list-style-type: none"> • Common planning time • Facilitator 	Master schedule		Curriculum Coordinator will monitor progress on course and unit organizers and pacing guides through PLC meetings	Successful creation of documents as evidenced by hard copies located in every classroom, the PLC, and principal's office.
Teachers will develop power standards	K-6 grade teachers	September 2007	December 2009	<ul style="list-style-type: none"> • Common planning time • Facilitator 	Master schedule		Curriculum Coordinator will monitor progress on creation of Power Standards through PLC meetings	Successful creation of documents as evidenced by hard copies located in every classroom, the PLC, and principal's office.
Teachers will analyze vertical alignment of created power standards	K-6 grade teachers	September 2008	May 2010	<ul style="list-style-type: none"> • Cross grade level meetings • Facilitator 			Curriculum Coordinator will facilitate cross grade level meetings	Copies of pre-and post-grade level Power Standards in every classroom
Implementation of a new social studies curriculum	Curriculum Coordinator, K-6 teachers	September 2009	Ongoing	<ul style="list-style-type: none"> • Professional Develop.—initial and on-going 	Title II		Curriculum Coordinator will organize initial and on-going professional development activities that will allow teachers to effectively implement the new curriculum	Successful implementation will provide a vertically aligned curriculum, resulting in increased achievement of social studies skills, as evidenced by district and state-wide tests.

Other Required Information

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

Research concerning the effectiveness of a vertically aligned curriculum, as well as results from data mining were looked at and used in developing an action plan and strategies.

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

Inservices to educate teachers on strategies would be helpful

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

Effort has been made to distribute both general and title funds (to eligible students) for the support of this strategy. Specifics can be found in the details of the budget available for viewing in the central office.

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 completion of the 2009-2010 school year, a new social studies curriculum will be purchased and implemented at the elementary level.

Title I Targeted Assistance Buildings 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.

In September of the current academic year, all students in grades K-3 are given the DIBELS assessment to evaluate academic standing in literacy skills. All 2nd-8th grade students are also given the STAR reading and STAR Math assessments. In 9th-12th grade, all new students are given the STAR reading and STAR math assessments.

1b. Describe the multiple, educationally related, objective criteria established for this process to generate the list of eligible students. Note: Eligibility criteria must be consistent by grade level or content subject (for example, all 3rd Grade Reading Teachers use the Grade Level Content Expectations (GLCEs) for the 3rd Grade with a consistent performance measure to select students who are failing or at greatest risk of failing the GLCEs).

To determine which students will be receiving Title I services, all student assessments are compiled and reviewed. Students who score "At Risk" (below grade level) in Math or English/Language Arts are identified through the following means:

- **Students in Grades K-3rd are considered "At Risk" if their scores on the DIBELS assessment fall within the "At Risk" level.**
- **Students in grades 2nd-12th grades are considered "At Risk" if:**
 - **Their previous year' grades in English/Language Arts and Math are D's or F's**
 - **Their most recent grade-level scores on STAR Reading and Math assessments are .5 months or more below their grade level on date of testing**

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-Found in the CNA Action Plans
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.
Title I teacher holds a position on the English/Language Arts School Improvement planning team, which meets on a monthly basis. Objectives and strategies are discussed within planning meetings that not only address the needs of the general education students, but of the targeted students as well, as the goal of the Title I department is to provide targeted students with the ability to meet the school improvement objectives. Title I teacher also meets on a regular basis with the school improvement chairperson to discuss strategies and action plans. All other subject area teams communicate with the Title I teacher 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.
(All descriptions are taken from the Florida Center for Reading Research www.fcrr.org . Complete program descriptions can be found in the interventions tab of the Crossroads Charter Academy Title I program handbook, located in the Professional Learning Center, Academic Center, and Principal's office at Crossroads Charter Academy)
Title I students are selected for interventions based on teacher recommendation, parental concerns, and testing results. Title I instruction is provided in 30-minute time blocks working either in the classroom conducting a literacy center or in a pullout arrangement with the classroom teacher. Interventions include:

- Accelerated Reader, a computer based, reading management and motivational system designed to complement existing classroom literacy programs for grades K-12;
- SRA Corrective Reading, a comprehensive intervention program designed for students in grades 4-12 who are reading one or more years below grade level;
- LANGUAGE!, a comprehensive literacy curriculum that integrates reading, spelling, writing, and other critical language arts strands for students who are performing two or more years behind grade-level placements and provides explicit instruction in a structured language curriculum;
- Lexia Phonics Based Reading, a supplementary software program designed to meet the

instructional needs of K-3 students in the areas of phonics, and basic understanding of words and phrases;

- Lexia Learning Systems S.O.S., a software program designed to help students ages 9-adult acquire and improve basic reading skills;
- Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech (LIPS), a supplemental/intervention program designed to instruct and improve phonemic awareness, phonemic decoding, orthographic processing, sight word knowledge and spelling through the development of an oral-motor, visual, and auditory feedback system that enables individuals of all ages to identify, sequence, and map letters to phonemes;
- Read Naturally, a fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy, and proper expression. Using research that shows that comprehension and fluency are highly correlated, this program gives students a tool to accomplish the task of becoming fluent readers;
- Read Well: Supplemental program/intervention for students who are somewhat or substantially below grade level;
- REWARDS: Reading Excellence: Word Attack and Rate Development Strategies, an intense, short-term intervention reading program that is specifically designed for students in fourth through twelfth grades who have mastered skills associated with first and second grade reading, but have difficulty reading long words and/or who read slowly;
- Road to the Code, a program designed to incorporate phonological awareness activities into the Kindergarten and 1st grade classroom before students have had a chance to fail. It is meant to augment instruction in critical early reading skills in classrooms that are already rich in oral and written language activities and where reading to children is a common occurrence;
- Scott Foresman Early Reading Intervention, a program designed to provide at-risk kindergarten and first grade children with an intervention to improve reading achievement;
- Visualizing and Verbalizing, a supplemental/intervention program designed to instruct and improve reading comprehension, oral language comprehension and expression, written language expression, and critical thinking skills in individuals of all ages through the development of concept imagery;

4b. Describe how the strategies selected limit removal from the classroom, extends learning time, accelerates learning, and describe any applied learning opportunities.

After the identification of students who are at-risk, the Title I/At-Risk Director 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 teacher. Emphasis is placed to provide the intervention and support that best fits the students' needs, while limiting their absence from the classroom.

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 an Informal Reading Inventory, the Woodcock Reading Mastery test, or some other diagnostic tool that will help “dig deeper” to find out what a child needs. They communicate regularly with classroom teachers and report student progress back to teachers to make sure the interventions being used are appropriate and allowing the student to make academic gains.

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.

7. High-Quality and On going Professional Development

7a. Describe additional professional development provided to Title I, Part A staff working with identified children, if not included in the school improvement plan (i.e., clearly identified professional development designed specifically for Title I teachers and paraprofessionals.).

In school improvement plan

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.

The title I department keeps families informed of opportunities for involvement and encourages participation in various programs, provides access to educational resources for parents/families to use together with their children, including literacy kits designed by the Title I staff; 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 AR store, 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, access to any instructional material used as part of the educational curriculum.**
- 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 to use the parent compact.

The parent compact was developed to provide a concrete description of each person's role (student/parent/teacher) in a students' educational experience. By signing the contract, students', teacher, 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 elementary-level parent teacher conference. The parent compact at Crossroads Charter Academy is used annually at elementary 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 practicable, 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. Specific expenditures, and the coordination of funds, as allowed, are itemized in the district's budget. This budget is available for viewing the Central Office of Crossroads Charter Academy.
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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 K-6 through the use of the DIBELS progress monitoring tool. Further monitoring through each program described above is also conducted according to the specifics of the particular program.</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 teacher. Programs that appear to be assisting the student in making academic gains are continued, and programs that do not seem to be aiding students' progress to his/her goal 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>Through the evaluation of program services, professional development is recommended to the Curriculum Coordinator and planned for Title I staff and classroom teachers as appropriate. Furthermore, professional development opportunities are provided to teachers and staff to enhance their understanding of effective parent involvement strategies.</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 **Mary Strom**)

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

Teacher: _____ Grade: _____

Area of service: _____ Reading Small Group Instruction
 _____ Math Small Group Instruction
 _____ In-class Support
 _____ Other

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 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.

- Give students strategies to increase competence.

Teacher Signature: _____