



School Improvement Plan

Crossroads Charter Academy (7-12)

Crossroads Charter Academy

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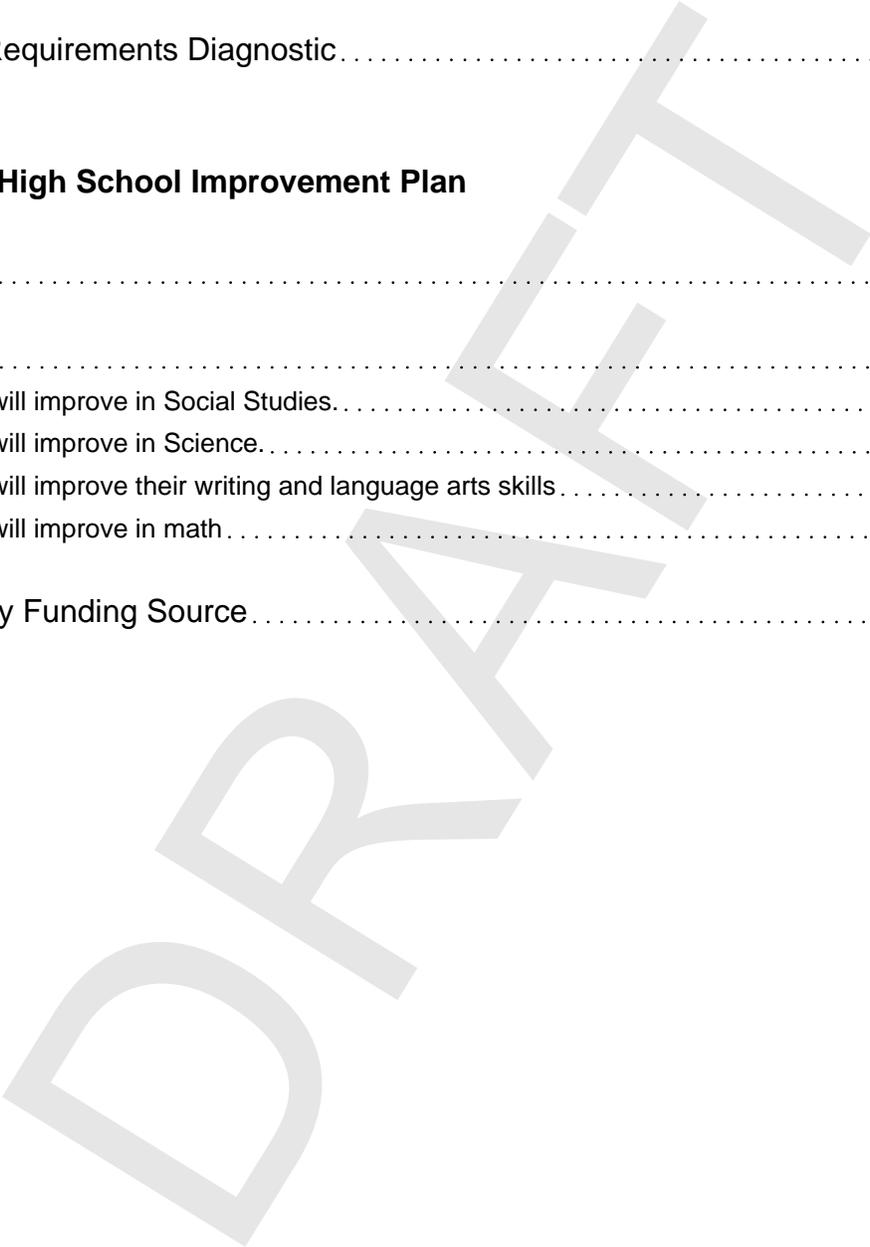
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Introduction

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

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Executive Summary

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Introduction

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

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

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Description of the School

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

Crossroads Charter Academy has been serving students in the Big Rapids area since the start of the 1998-1999 school year. The academy consist of two buildings; the elementary building serves students in K through sixth grade, and the secondary building serves students in grades 7-12. Over the last couple of school years, the student population has been around 700 students with approximately 300 students in the secondary building with a teaching staff of 27. Crossroads Charter Academy has an administrative staff of 5, excluding secretarial support staff.

Crossroads Charter Academy student body is drawn from 13 distinct school districts with the largest concentration coming from the Big Rapids and Reed City school district.

After a high point of 711 students in the 2011-2012 school year, the district student population at Crossroads Charter Academy has decreased in both the 2012-2013 and 2013-2014 school years, with the bulk of those decreases occurring in the elementary building. During the same time period, the enrollment in the middle/high school building has increased slightly. During that same time period, the number of students with disabilities in the district has increased, raising the percentage of students with disabilities from 12% in 2011-2012 to 17% in 2013-2014. In the middle-school high school building, the percentage of students with disabilities has followed the district trend increasing from 14% in 2011-2012 to 19% in 2013-2014. Our population of economically disadvantaged students has remained at about 62% despite the enrollment fluctuations, with the middle high school building following the district trend. Ethnically, Crossroads Charter Academy's student population is largely Caucasian.

The student population growth and increase in at-risk and special education students has proven to be a challenge for the academy to tackle in regards to academic achievement. Increased staffing in the special education department was adopted to provide support to classroom teachers in assisting these students to meet their academic goals. The district completed an expansion project in the 2013-2014 school year which provided the MS/HS with much needed academic space.

School's Purpose

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

Mission:

Developing students' lives to positively impact the world through academic excellence and higher moral character.

Vision:

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

Core Values:

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

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Notable Achievements and Areas of Improvement

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

Crossroads Charter Academy was designated as a top ten charter school due to impressive college readiness scores and was also awarded the US NEW and World Report Bronze Award for superior academic achievement. Crossroads Charter Academy continues to be a popular school of choice as families choose Crossroads based on their record of addressing students' individual needs.

Crossroads Charter Academy is always looking for ways to improve. Our current areas of focus are math and reading. Our goal is to not only raise our Math proficiency level, but to have students achieve a deeper understanding of mathematics. Additionally, we are also looking for ways to raise our reading achievement, and to provide new students to our district with mentoring and/or academic interventions (when necessary) to assist them in being successful.

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Additional Information

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

Crossroads Charter Academy focuses on educating the whole child. The care that the staff and teachers show the students, the parents, and each other exemplifies the warmth of a supportive environment. All students are given the individual respect, encouragement, and strong academic education they need. Students are not only encouraged to grow academically, but also to develop as responsible citizens and exemplary stewards of the world around them.

Academically, our students take advantage of opportunities afforded them through the Career Center at the Mecosta-Osceola ISD, dual enrollment at Ferris State University, and a wide range of academic extra-curriculars taught by our staff. We also offer a variety of athletic activities including football, soccer, cheerleading, cross-country, basketball, track, baseball and softball.

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

It is planned for stakeholders to participate in biannual meetings to review the plans set in place by the subject area school improvement groups of the meeting. Participants will be accepted on an at-will, volunteer basis, with a minimal application process if too many persons are interested in participating.

Within this meeting, various aspects of school and district improvement are discussed, allowing them to have their voice heard in regards to planning, design, monitoring, and evaluation of the School Improvement Plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The development of the school improvement plan included representation from teachers, support staff, administration, and parents. They were involved as follows:

Teachers: Four teachers, each representing a core subject area, meet 3 times over the course of the school year to review the current school improvement plan and revise as necessary. These teachers serve as the lead teacher for their subject area, gathering information from their co-workers in that subject area, and bringing it back to the team to incorporate into the school improvement plan. All teachers were involved in the process of completing the school self-assessment; teachers worked in cross-curricular groups to review the standards set by AdvancEd and grade the school accordingly. They also provided evidence and explanations to the score their group determined best reflected the performance of Crossroads Charter Academy.

Support Staff: Support staff were also given the opportunity to weigh in on the school self-assessment. They also were given the opportunity to complete a survey that addressed various components of Crossroads Charter Academy.

Administration: The curriculum director worked with the lead teacher team over the course of the school year in the review and revision of the current plan. The curriculum director also solicited feedback from the principal and superintendent in regards to their foci for school improvement matters.

Parents: All parents were given the opportunity to complete a parent survey that asked a series of questions with a Likert scale response as well as open-ended responses to questions concerning areas of weakness and areas of strength for Crossroads Charter Academy. Currently, the position for 7-12 parent representation is vacant on our school improvement team. Historically, this person would attend Education Committee meetings and provide feedback and suggestions to the school improvement team.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

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The final school improvement plan is reviewed and approved by the Board of Directors at an early fall meeting. The plan is then posted on the school's website no later than September 1 of that calendar year. Stakeholders are updated periodically through board meetings, postings on the website, and communications through the school newsletters.

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School Data Analysis

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Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

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Student Enrollment Data

How do student enrollment trends affect staffing?

The enrollment trend for the 7-12 building has remained steady over the last 5 years both generally and in regards to our subgroups. Over the years of 2006-2009, we had a steady decline in enrollment, however, in 2010, the enrollment was back near the level of 2006. Enrollment for the years 2011 & 2012 was even higher, which began the process of a long-term solution about space and staffing. Crossroads Charter Academy added additional staff and structural space in the 2013-2014 school year to address the increased enrollment in that building.

Our subgroup population has remained relatively stable, except in regards to our students with disabilities. Our population of students with disabilities jumped from 14% in 2011-2012 to 19% in the 2013-2014 school year. This resulted in higher caseloads for our staff, as well as the need to rearrange staffing assignments and course offerings. It is Crossroads' goal to keep class sizes at a manageable size.

How do student enrollment trends affect staff recruitment?

Student enrollment trends affect staff recruitment in much the same way that they affect general staffing issues. As our enrollment numbers increase, the need for qualified staff also increases. Recruiting staff is done carefully, with priority being given to educators who have multiple endorsements and can teach a wide variety of subjects, while maintaining their highly qualified status. Crossroads Charter Academy uses a plethora of resources to recruit qualified staff such as University job databases, local newspapers, and statewide posting services.

How do student enrollment trends affect budget?

Crossroads Charter Academy runs on a very conservative budget. While increased enrollment usually means increased funding, CCA is always careful to budget in a way that is fiscally responsible, while meeting the needs of the staff and students.

How do student enrollment trends affect resource allocations?

Crossroads Charter Academy runs on a very conservative budget. While increased enrollment usually means increased funding, CCA is always careful to budget in a way that is fiscally responsible, while meeting the needs of the staff and students. Allocations are determined on the basis of the students currently enrolled and the needs of the various populations we serve.

How do student enrollment trends affect facility planning and maintenance?

Due to the upward trends in our student enrollment, Crossroads Charter Academy completed a construction project to increase the physical space of the 7-12 building. This project added 11 academic classrooms to the current facility, along with the addition of kitchen facilities to allow for an expansion of our Life Skills courses for our Special Education students. This expansion will also open up existing science lab and computer lab classrooms for use by all staff.

The expansion also allowed for all teachers without an existing classroom to obtain a single teaching location of their own.

How do student enrollment trends affect parent/guardian involvement?

Crossroads Charter Academy does not provide student transportation. Therefore all parents, by enrolling in Crossroads, take a direct role in their child's education by committing to get them to school everyday. This provides the staff at CCA with the opportunity to interact with parents more frequently, but in some cases, a more informal way.

Crossroads Charter Academy is currently looking at ways to improve parent/guardian involvement in more of the school's academic and athletic activities. While there is a core group of parents who are very involved, CCA would like to see that percentage increase.

How do student enrollment trends affect professional learning and/or public relations?

The student enrollment trend has affected professional learning in a number of ways. With the increased number of students with disabilities, teachers have been offered training in Understanding by Design as a method to address student learning needs in the general classroom. Professional learning is also focused on meeting as many student needs as possible within the general classroom setting with learning centering around topics such as Differentiated Instruction, EBLI, Common Core Standards Mathematical Practices, Hands on Learning, along with more curricular specific training.

As the charter school in a town where public school pride runs deep, positive public relations is an integral part of CCA's success. As student enrollment has gone up, enrollment in other districts has gone down. Our focus is on the student and to enable each student to succeed academically and become a part of the community he/she resides.

What are the challenges you noticed based on the student enrollment data?

In analyzing enrollment data, while there is a drop-off in student population between the 8th and 9th grades, it has stabilized over the last 3 years. On a positive, the school saw an increase in student population at the 7th grade level over the last 5 years, and the other grade levels have been very consistent, with 8th grade being the only grade level that shows a downward trend. Our 4 year graduation rate currently stands at 83%, with a drop-out rate of 10%.

What action(s) will be taken to address these challenges?

Investigation into the student enrollment drop off between 8th and 9th grade is ongoing, and has stabilized over the last 2 years. Furthermore, with the increase in our special education population, action will be taken as to how to provide these students with the education they need, while honoring the status of a high school diploma, and maintaining a rigorous academic option for students who are exceeding the standards set. We are also examining our drop out rate, which has risen slightly. Our first questions will be: to see how many students who are listed as drop-outs were in our district for the allowable 5 years, how many received a certificate of completion vs. a diploma, and the demographics of those students.

What are the challenges you noticed based on student attendance?

The number of students absent 10 or more days has remained stable over the last 4 years, with an outlier occurring in the 2011-2012 school year. Data for the 2013-2014 school year is not yet available. Analysis will be done to verify that the 2013-2014 school year remains within our historic trend. Our daily attendance rate is 95%, which is spectacular.

What action(s) will be taken to address these challenges?

Currently, 16% of our population had more than 10 absences; however, our day to day attendance rate is about 95%. Individuals with attendance history are assigned a mentor, and are referred to the truancy officer when and if necessary.

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Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Spring 2014 EXPLORE data shows that 60% of students in 7th and 8th grade were on target to be college ready in English. Additionally, Fall 2013 MEAP data showed that 64% of our students in 7th and 8th grade were proficient in reading, and 51% of our 7th grade students were proficient in writing.

Spring 2014 PLAN data shows that 67% of 9th and 10th grade students demonstrated college readiness in English followed by Reading for which 54% of 9th and 10th grade students demonstrated college readiness.

Spring 2013 ACT College Readiness data shows 72% of 11th grade students demonstrated College Readiness in English followed by Reading with 54% of students demonstrating college readiness. Overall, 23% of our students were deemed College Ready by their composite score on the ACT. These strengths are echoed in the 2014 MME data where 64% of our students were deemed proficient in reading, and 56% proficient in writing.

Which content area(s) show a positive trend in performance?

A comparison of MEAP data for the last three years shows a positive trend occurring in all subject areas tested although some subjects saw a dip from year to year, but ending in the positive. In 7th grade, a 25% gain in proficiency was gained in writing over the last 3 years, and in 8th grade, science proficiency increased by 24% over the last three years.

A comparison between 2012 and 2013 ACT College Readiness data shows a continued positive trend with a 9% increase in the percentage of 11th grade students demonstrating college readiness in mathematics from 24.1% in 2012 to 30% 2013 and 39% in 2014. This same data also shows a continued 5% increase in 11th grade students demonstrating college readiness in science from 17.2% in 2012 to 23% in 2013 to 28% in 2014. 2014 saw the negative trend for college readiness in English come to an end with a 20% increase of students demonstrating college readiness from 52% in 2013 and 61% in 2012.

In which content area(s) is student achievement above the state targets of performance?

A comparison of State of Michigan and Crossroads Charter Academy MEAP data for the 2013-14 school year shows that the percentage of Crossroads 7th grade students meeting or exceeding proficiency standards in mathematics were at the state targets of performance. In 8th grade, the number of students meeting or exceeding proficiency standards in mathematics and science were above the state average performance.

A comparison of the State of Michigan and Crossroads Charter Academy MME data for the 2013-2014 school year shows that the percentage of Crossroads 11th grade students meeting or exceeding proficiency standards in all subjects exceeded the state average.

Similarly, the percentage of 11th grade students meeting ACT benchmarks was above the state average in all subjects.

What trends do you notice among the top 30% percent of students in each content area?

Fall 2012 MEAP data shows that of the top 30% of 7th grade students 100% demonstrated proficiency in Reading, 84% demonstrated proficiency in mathematics and 63% demonstrated proficiency in writing. This same data shows that of the top 30% of 8th grade students 100% demonstrated proficiency in reading, 54% demonstrated proficiency in mathematics, and 21% demonstrated proficiency in science. Fall 2013 top and bottom performance numbers were not available at the time of completing this SDPA.

ACT data from 2014 shows that the top 30% of students earned a composite score ranging from 32 to 23. Of these students, 100% demonstrated college readiness in all subject areas of the ACT.

What factors or causes contributed to improved student achievement?

In the area of Language Arts 7-12, teachers are incorporating writing strategies, professional learning communities, and relevant ELA instruction.

In the area of Mathematics 7-12, teachers are incorporating Smart Board technology, hands-on activities, and making a conscious effort to meet the needs of higher-level learners while continuing address other individual student needs.

In the area of Science 7-12, teachers are incorporating unique learning opportunities, technology such as Smart Boards, metrics and graphing, as well as reading in the content area instruction.

How do you know the factors made a positive impact on student achievement?

Due to the fact that our data analysis criteria has undergone significant changes it is difficult to compare data from year to year. In addition, the factors that have been implemented in our core areas are so new that sufficient data has not been collected to indicate that these factors are the reason for our increased student achievement.

Which content area(s) indicate the lowest levels of student achievement?

Spring 2014 EXPLORE data shows the lowest levels of 7th grade student achievement in science with 33% of 7th and 8th grade students meeting college readiness standards followed by mathematics with 39% of 7th and 8th grade students demonstrating college readiness.

MEAP data for the 2013-14 school year shows the lowest levels of 7th grade student achievement in math with 39% of 7th grade students meeting proficiency standards followed by writing with 51% of 7th graders demonstrating college readiness. MEAP data from 2013-14 shows

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the lowest levels of 8th grade student achievement in science with 33% of students meeting proficiency standards. This is followed by mathematics with 37% of 8th graders meeting proficiency standards.

Spring 2013 PLAN data shows the lowest levels of 9th and 10th grade student achievement in science with 26% of 9th and 10th graders meeting college readiness standards. This is followed by mathematics for which 32% of 9th and 10th grade students demonstrating college readiness.

Spring 2013 ACT College Readiness data shows 28% of 11th grade students demonstrated College Readiness in Science followed by Math with 39% of students demonstrating college readiness.

Which content area(s) show a negative trend in achievement?

A comparison of MEAP data over the last 3 years show no negative trends.

A comparison of MME data shows a slight negative trend in Reading with 64% of our students demonstrating proficiency in reading vs. 69% in 2010-2011.

In which content area(s) is student achievement below the state targets of performance?

A comparison of State of Michigan and Crossroads Charter Academy MEAP data for the 2013-14 school year shows that the percentage of Crossroads 7th grade students meeting proficiency standards in math and writing were below the state targets of performance.

A comparison of State of Michigan and Crossroads Charter Academy MEAP data for the 2012-13 school year shows that the percentage of Crossroads 8th grade students meeting proficiency standards in the area of reading was below the state targets of performance.

What trends do you notice among the bottom 30% of students in each content area?

Fall 2012 MEAP data shows that of the bottom 30% of 7th grade students 66% demonstrated partial proficiency in Reading and 33% were not proficient, 20% demonstrated proficiency in mathematics, 13% demonstrated partial proficiency and 66% were not proficient. This data also showed that 13% demonstrated proficiency in writing, 60% demonstrated partial proficiency, and 27% were not proficient.

ACT data from 2013 shows that the bottom 30% of students earned a composite score ranging from 18 to 10. Of these students, 2% demonstrated college readiness in the areas of English, while no students in the bottom 30% demonstrated college readiness in math, reading, or science.

What factors or causes contributed to the decline in student achievement?

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In science the decline in student achievement can be attributed to the increased focus in the areas of mathematics and language arts and a decreased focus in the area of science.

In the area of Language Arts and Mathematics 7-12, teachers are incorporating many different strategies and making a conscious effort to meet the needs of higher-level learners while continuing address other individual student needs. These changes are designed to include all learners and take time to develop and implement successfully.

How do you know the factors made a negative impact on student achievement?

Due to the fact that our data analysis criteria has undergone significant changes it is difficult to compare data from year to year. In addition, the factors that have been implemented in our core areas are so new that sufficient data has not been collected to indicate that these factors negatively impact student achievement.

What action(s) could be taken to address achievement challenges?

Continuing to incorporate writing strategies, professional learning communities, and relevant ELA instruction in Language Arts.

In the area of Mathematics continued incorporation of Smart Board technology, hands-on activities, continued focus on the standards for mathematical practices, targeted interventions, a change in curriculum, and the continuation of making a conscious effort to meet the needs of higher-level learners while continuing address other individual student needs.

In the area of Science 7-12, continuing to incorporate unique learning opportunities and technology such as Smart Boards, metrics and graphing, as well as reading in the content area instruction.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Female
- Economically Disadvantaged
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- None

In what content areas is the achievement gap closing for these subgroups?*

Since the tests tested two very different groups of students, and same tests have not been administered for enough years to determine statistical significance, there is no guarantee that the gap is truly closing, or that it is a variance in the unique student population tested.

How do you know the achievement gap is closing?*

Since the tests tested two very different groups of students, and same tests have not been administered for enough years to determine statistical significance, there is no guarantee that the gap is truly closing, or that it is a variance in the unique student population tested.

What other data support the findings?

Classroom data, observational data, NWEA MAP data all show similar results in regards to student achievement.

What factors or causes contributed to the gap closing? (Internal and External)*

Crossroads Charter Academy began emphasizing math intervention and instruction over the course of the 2012-2013 school year; however, which may have had an impact on increased student achievement in the 2013 testing cycle. However, Crossroads has also been focusing on student growth over student proficiency, which may actually lead to the gap increasing as we refine our practices.

How do you know the factors made a positive impact on student achievement?

If we see a continuation of a decrease in the achievement gap in math, we can begin to have confidence that the factors made a positive impact on student achievement.

What actions could be taken to continue this positive trend?

A continuous emphasis on analyzing student data and instructing at student's level will assist in continuing this positive trend.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

There is no statistical evidence that the achievement gap is greater for any of our reportable subgroups. In some subjects, such as math, writing, and social studies, our gender gap flipped from the previous year.

How do you know the achievement gap is becoming greater?*

Not applicable.

What other data support the findings?*

Classroom, observational, and NWEA MAP data support that these subgroups of this particular grade level are lower-achieving.

What factors or causes contributed to the gap increasing? (Internal and External)*

An increase in the number of economically disadvantaged students, and a class in which the male population was un-reportable all factor into the data analysis process.

How do you know the factors lead to the gap increasing?*

Whenever there is an unbalanced increase on one side of an achievement gap, the data is going to be affected.

What actions could be taken to close the achievement gap for these students?*

More focus on how to meet these subgroups needs and an adjustment to the overall approach to teaching and learning is going to have the largest impact on the closing of the achievement gap for these students.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

CCA does not have an ELL population of reportable significance.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students that have an identified disabilities have access to the full array of intervention programs. All students participate, with accommodations as necessary, in the identification of eligibility for intervention services. Based on their results, students are given intervention through the program that best fits their academic needs.

How are students designated 'at risk of failing' identified for support services?

The Northwest Evaluation Association assessment (MAP) is given to assess academic proficiency for 7th-10th 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.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Crossroads Charter Academy has an during and after-school program available for students to receive assistance if they so desire. This program is mandatory for students who have demonstrated difficulty in returning and completing homework and/or are failing a course.

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Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	5.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Crossroads Charter Academy notifies students that required to serve an ELO through a note given to the student upon their infraction. Students who are participating in ELO voluntarily are able to attend as they please.

Label	Question	Value
	What is the total FTE count of teachers in your school?	22.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	4.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	9.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	8.0

Label	Question	Value
	How many teachers have been teaching >15 years?	4.0

What impact might this data have on student achievement?

Crossroads Charter Academy has a good balance of new, middle, and veteran teachers. This allows for stability and strength, while incorporating fresh ideas when appropriate.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	60.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	108.0

What impact might this data have on student achievement?

Teacher absence, whether for personal or professional reasons, has a direct impact on student achievement. CCA strives to monitor teacher absences to allow for a consistent educational experience for all students.

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Perception Data - Students

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

Based on the results of a student survey administered in the spring of 2014 students strongly agreed and agreed with the following topics in our student survey:

Purpose & Direction
Teaching & Assessing for Learning

Which area(s) show a positive trend toward increasing student satisfaction?

Using Survey data from the 2013 and 2014 school years, these areas are showing a positive trend:

high quality education
multiple assessments to check my understanding
challenging curriculum and learning experiences
teachers explain expectations for learning and behavior
teachers provide info about learning and grades
participate in activities that interest me
prepares me for success in the next school year
provides learning services for me according to my needs
teachers keep my family informed of my academic progress
teachers fairly grade and evaluate my work
the building and grounds are safe and provide a safe and healthy place for learning
variety of resources are available to help me succeed
access to counseling, career planning, and other programs to help me in school

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

According to the student survey administered in the spring of 2014, the following sections were weak in regards to students agreeing with the statements:

Governance and Leadership
Using Results for Continuous Improvement

Which area(s) show a trend toward decreasing student satisfaction?

Based on two years of student survey data, the areas that are low in regards to student satisfaction are Governance & Leadership and Using Results for Continuous Improvement.

What are possible causes for the patterns you have identified in student perception data?

We don't have any trends, however, we see that our student perceived areas of weakness centered around the issue of respect. As a school improvement team, our initial observations suggest that this could stem from a lack of discipline and follow-through. Additionally, students perceived a lack of differentiated instruction which may be an effect of a lack of implementation of differentiated instruction training.

On the positive side, our strengths are in the area of high expectations and a rigorous curriculum. Students perceive that they have the necessary facilities and resources to enable them to be successful. This is a direct result of the school's focus on academic achievement and collaboratively working to ensure all students succeed.

What actions will be taken to improve student satisfaction in the lowest areas?

Communication with parents will be timely when student issues arise. Teachers will be able to implement first tier discipline actions with point assignment approved by both the teacher and administrative representative. The student handbook and all school policies will be followed.

Perception Data – Parents/Guardians

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

Based on the results of a parent survey administered in the spring 2014, the following sections had the highest overall satisfaction rate:

Resources and Support Systems
Purpose and Direction

Which area(s) show a trend toward increasing parents/guardian satisfaction?

No areas are showing a trend toward increasing parents/guardian satisfaction.

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

Based on the results of a parent survey conducted in the Spring of 2014, the following sections had the lowest overall satisfaction rate:

Teaching and Assessing for Learning

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Teaching and assessing for learning is not only our lowest ranked section, but has also decreased in its satisfaction rating in the last year.

What are possible causes for the patterns you have identified in parent/guardian perception data?

This year marked the second year that we conducted the parent survey online, so we have a limited amount of information to try to make trends. We also conducted the survey twice to see if perceptions changed over the course of the school year. We had much better participation in the survey administered in the winter than in the spring. As surveys become more accessible to parents, we hope to have a better idea of what to focus on to address their concerns.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

The administrative team is going to take the results of the survey and develop an action plan. We are also going to work on communicating when we are taking action on things mentioned in the survey, as there was a tenor in the surveys that indicated we survey parents but don't

do anything with the information we receive.

DRAFT

Perception Data – Teachers/Staff

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

In a staff survey administered in the winter of 2013, 84% of staff agreed/strongly agreed that Resources and support systems were a strength of the school. Purpose and Direction followed with a 77%, with Teaching and Assessing for Learning earning a 75% satisfaction rate.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

No trends were noticed with most areas staying about the same as the previous year.

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

The overall lowest levels of satisfaction was in Governance and Leadership, with that section achieving a 69% satisfaction rate. Using results also scored low again, with a 71% satisfaction rate.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The two sections that scored low also scored low in the 2012-2014 school year, but had about the same satisfaction rate. No section is showing a downward or decreasing satisfaction rate.

What are possible causes for the patterns you have identified in staff perception data?

Communication amongst staff and administration may be a cause for the patterns identified. While student assessment was the lowest indicator on the survey, the survey also indicated that communication was also low.

Furthermore, adjustments in student assessment and teacher observation are being made. While some have implemented these new methods with fidelity, others are just beginning the process.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A. The MiPHY survey will be administered again in an upcoming school year. We have used the current results to make adjustments to our health and physical education courses.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Curriculum, Instruction, and Assessment decisions have their root within the subject area school improvement teams at the building level. Those decisions are then brought to the Board of Director's Education Committee meeting for committee and board approval. All decisions being brought align with the district's vision, mission and goals. Stakeholders are involved in the discussion for approval, where concerns can be addressed by committee members, teachers, and administrators alike.

What evidence do you have to indicate the extent to which the standards are being implemented?

Crossroads Charter Academy started implementing the Common Core State Standards in the fall of 2012. As evidence of implementation progress, teachers have received training in the implementation of the CCSS, and teacher lesson plans reflect curriculum adjustments to align with the CCSS. Teacher assessments have also been altered to reflect the higher order thinking skills that are a part of the CCSS. Furthermore, beginning in the spring of 2013, the Academy began administering the CCSS version of the NWEA MAP test.

School Additional Requirements Diagnostic

DRAFT

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

DRAFT

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Crossroads Charter Academy (7-12) only services students in the 7th through 12th grades.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://www.ccabr.org/aboutus/reportsandnotices/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Superintendent Christopher White & Ross Meads, co-superintendents 215 N. State St. Big Rapids, MI 49307 231-796-9041	

School Improvement Plan

Crossroads Charter Academy (7-12)

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

DRAFT

2014-2015 Middle/High School Improvement Plan

DRAFT

Overview

Plan Name

2014-2015 Middle/High School Improvement Plan

Plan Description

DRAFT

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve in Social Studies.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$0
2	All students will improve in Science.	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$0
3	All students will improve their writing and language arts skills	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$1600
4	All students will improve in math	Objectives: 2 Strategies: 4 Activities: 10	Academic	\$8000

Goal 1: All students will improve in Social Studies.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in all strands in Social Studies by 06/30/2016 as measured by state level assessment (currently MEAP/MME).

(shared) Strategy 1:

Increase how much students write. - Teachers will develop ways to increase proficiency in social studies through writing in the subject area.

Research Cited: Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

Tier:

Activity - Collaboration with ELA teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies teachers will collaborate with ELA teachers to integrate written and oral language assignments within all social studies courses. Through the use of DBQs and by working with the ELA classes to coordinate topics, social studies teachers will provide practice and instruction in reading and writing skills in the social studies area.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	Social Studies Department

Strategy 2:

Integration of technology into all Social Studies courses. - Integration of technology into Social Studies courses will be reflected in teacher lesson plans.

Research Cited: 2009 Michigan Educational Technology Standards for Students Grades 9-12

Tier:

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include technology integration into all Social Studies lesson plans.	Monitor			09/01/2013	06/30/2016	\$0	No Funding Required	Social Studies Department

Activity - Utilization of available technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies staff will integrate technology (i.e. Promethian, Smart Boards, Moodle, etc.) into all social studies courses on a more frequent and effective basis.	Implementation			09/01/2011	06/30/2016	\$0	No Funding Required	Social Studies Department

School Improvement Plan

Crossroads Charter Academy (7-12)

(shared) Strategy 3:

Professional Learning Community - Social Studies teachers will have common time available to meet regularly to provide professional support, discuss best practices, exchange ideas concerning content delivery, and scope and sequence.

Research Cited: Bancarosa, C. & Snow, C.E. (2006). Reading next - a vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education

Tier:

Activity - Scope and Sequence Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Communication			09/01/2013	06/30/2016	\$0	No Funding Required	Social Studies Department ; Student Services Coordinator

Activity - Curriculum Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies instructors will create curriculum binders detailing current scope and sequence and common assessments for all social studies courses.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	Social Studies Department

Activity - Common Social Studies Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of common assessments in all Social Studies Michigan Merit curriculum subjects	Evaluation			12/01/2009	06/30/2016	\$0	No Funding Required	Social Studies Department

(shared) Strategy 4:

Implement the Six Literacy Shifts Common Core ELA State Standards - Teachers will actively implement the Six Literacy Shifts: Common Core ELA State Standards into all social studies curriculum.

Research Cited: "EngageNY." Pedagogical Shifts demanded by the Common Core State Standards. New York State Education Department, 28 Mar 2013. Web. 1 May 2013. <<http://www.engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf>>.

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Crossroads Charter Academy (7-12)

The Social Studies staff will integrate Economic principles and vocabulary through instruction and assignments within all social studies courses.	Implementa tion			09/07/2011	06/30/2016	\$0	No Funding Required	Social Studies Department
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Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency on state and local assessments in Social Studies by 06/30/2016 as measured by the MEAP.

(shared) Strategy 1:

Increase how much students write. - Teachers will develop ways to increase proficiency in social studies through writing in the subject area.

Research Cited: Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

Tier:

Activity - Collaboration with ELA teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies teachers will collaborate with ELA teachers to integrate written and oral language assignments within all social studies courses. Through the use of DBQs and by working with the ELA classes to coordinate topics, social studies teachers will provide practice and instruction in reading and writing skills in the social studies area.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	Social Studies Department

(shared) Strategy 2:

Professional Learning Community - Social Studies teachers will have common time available to meet regularly to provide professional support, discuss best practices, exchange ideas concerning content delivery, and scope and sequence.

Research Cited: Bancarosa, C. & Snow, C.E. (2006). Reading next - a vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education

Tier:

Activity - Scope and Sequence Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Communication			09/01/2013	06/30/2016	\$0	No Funding Required	Social Studies Department ; Student Services Coordinator

Activity - Curriculum Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Crossroads Charter Academy (7-12)

Social Studies instructors will create curriculum binders detailing current scope and sequence and common assessments for all social studies courses.	Other			09/01/2013	06/30/2016	\$0	No Funding Required	Social Studies Department
Activity - Common Social Studies Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of common assessments in all Social Studies Michigan Merit curriculum subjects	Evaluation			12/01/2009	06/30/2016	\$0	No Funding Required	Social Studies Department

(shared) Strategy 3:

Implement the Six Literacy Shifts Common Core ELA State Standards - Teachers will actively implement the Six Literacy Shifts: Common Core ELA State Standards into all social studies curriculum.

Research Cited: "EngageNY." Pedagogical Shifts demanded by the Common Core State Standards. New York State Education Department, 28 Mar 2013. Web. 1 May 2013. <<http://www.engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf>>.

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Social Studies staff will integrate Economic principles and vocabulary through instruction and assignments within all social studies courses.	Implementation			09/07/2011	06/30/2016	\$0	No Funding Required	Social Studies Department

Goal 2: All students will improve in Science.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in all strands in Science by 06/30/2016 as measured by state level assessment (currently MEAP/MME).

(shared) Strategy 1:

Homework and Practice - These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.

Research Cited: Marzano, R.J. (2000). A new era of school reform: Going where the research takes us. Aurora, CO: Mid-Continent Research for Education and Learning.

Tier:

Activity - Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Crossroads Charter Academy (7-12)

Align curriculum horizontally and vertically to HSCE's and GLCE's.	Other			06/01/2009	06/30/2016	\$0	No Funding Required	Science Department
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Activity - Common Science Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common assessments for science courses.	Other			09/01/2009	06/30/2016	\$0	No Funding Required	Middle and High School Science Teachers

Activity - Instructional Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of hands on instructional activities to 6 per trimester.	Other			06/01/2009	06/30/2016	\$0	No Funding Required	Science Team

Strategy 2:

Professional Learning Communities - The strategy will provide regularly scheduled common time for science teachers 7-12 to meet as a subject area.

Research Cited: Dufour, R.

Tier:

Activity - Sequenced Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through PLC work teachers will create curriculum binders.	Other			06/01/2009	06/30/2016	\$0	No Funding Required	Science Team

Activity - Periodic Review of Lesson Plans/Curriculum Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a quarterly basis, the science department will review their progress on the lesson plans/curriculum binders.	Monitor			09/03/2013	06/30/2014	\$0	No Funding Required	Science Department Curriculum Director Administrator

(shared) Strategy 3:

Integration of Technology - Integration of technology into Science courses will be reflected in teacher lesson plans.

Research Cited: 2009 Michigan Education Technology Standards for Students Grades 9-12

Tier:

School Improvement Plan

Crossroads Charter Academy (7-12)

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include technology integration into Science lesson plans	Direct Instruction			07/01/2014	06/30/2016	\$0	No Funding Required	Teachers
Activity - Utilization of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science staff will integrate technology into all science courses on a more frequent and effective basis.	Direct Instruction			07/01/2014	06/30/2016	\$0	No Funding Required	Science Department

Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency on State and local assessments in Science by 06/30/2016 as measured by MEAP.

(shared) Strategy 1:

Homework and Practice - These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.

Research Cited: Marzano, R.J. (2000). A new era of school reform: Going where the research takes us. Aurora, CO: Mid-Continent Research for Education and Learning.

Tier:

Activity - Aligned Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align curriculum horizontally and vertically to HSCE's and GLCE's.	Other			06/01/2009	06/30/2016	\$0	No Funding Required	Science Department
Activity - Common Science Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop common assessments for science courses.	Other			09/01/2009	06/30/2016	\$0	No Funding Required	Middle and High School Science Teachers
Activity - Instructional Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of hands on instructional activities to 6 per trimester.	Other			06/01/2009	06/30/2016	\$0	No Funding Required	Science Team

School Improvement Plan

Crossroads Charter Academy (7-12)

(shared) Strategy 2:

Integration of Technology - Integration of technology into Science courses will be reflected in teacher lesson plans.

Research Cited: 2009 Michigan Education Technology Standards for Students Grades 9-12

Tier:

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include technology integration into Science lesson plans	Direct Instruction			07/01/2014	06/30/2016	\$0	No Funding Required	Teachers
Activity - Utilization of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science staff will integrate technology into all science courses on a more frequent and effective basis.	Direct Instruction			07/01/2014	06/30/2016	\$0	No Funding Required	Science Department

Goal 3: All students will improve their writing and language arts skills

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in writing and reading skills in English Language Arts by 06/30/2016 as measured by student achievement on MAP, MEAP, and MME tests.

(shared) Strategy 1:

Writing Strategies - English Language Arts teachers will teach the students strategies for planning, editing, and revising their compositions.

Research Cited: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC:Alliance for Excellent Education.

Tier:

Activity - 6 Traits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6 Traits is an analytical model for assessing and teaching writing. It is comprised of the following components: ideas, organization, voice, word choice, sentence fluency, and conventions.	Direct Instruction			09/04/2012	06/30/2016	\$800	Title II Part A	All ELA teachers

School Improvement Plan

Crossroads Charter Academy (7-12)

Activity - Common Writing Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level teacher will evaluate student writing using a common writing assessment to be given three times a year.	Evaluation			09/03/2013	06/30/2016	\$0	No Funding Required	All ELA staff

Strategy 2:

Professional Learning Communities - ELA teachers will have a common time to meet and discuss scope, sequence, and student needs.

Research Cited: Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy:A report to Carnegie Corporation of New York (2nd ed.).Washington, DC:Alliance for Excellent Education.

Tier:

Activity - Scope and Sequence Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Communication			06/08/2012	06/30/2016	\$0	No Funding Required	All ELA staff

Activity - Periodic Review of Lesson Plans/Curriculum Binders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On a quarterly basis, the English department will review their progress on the lesson plans/curriculum binders.	Monitor			09/03/2013	06/30/2016	\$0	No Funding Required	All ELA staff

Strategy 3:

Evidence Based Literacy Instruction - Teachers will utilize the Evidence Based Literacy Instruction model to address reading deficiencies in students.

Research Cited: (2012) EBLI Research References. Flushing,, MI. Allie Schipper, personal communication, June 13, 2013.

Tier:

Activity - EBLI Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts teachers will be trained in Evidence Based Literacy Instruction.	Professional Learning			08/27/2013	06/01/2016	\$800	Title II Part A	Curriculum Director, Administration, ELA teachers

Measurable Objective 2:

A 10% increase of Male students will demonstrate a proficiency in Language Arts, thereby decreasing the achievement gap in reading and writing between males and females in English Language Arts by 06/30/2016 as measured by MME, MAP, and MEAP scores.

School Improvement Plan

Crossroads Charter Academy (7-12)

(shared) Strategy 1:

Writing Strategies - English Language Arts teachers will teach the students strategies for planning, editing, and revising their compositions.

Research Cited: Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC:Alliance for Excellent Education.

Tier:

Activity - 6 Traits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6 Traits is an analytical model for assessing and teaching writing. It is comprised of the following components: ideas, organization, voice, word choice, sentence fluency, and conventions.	Direct Instruction			09/04/2012	06/30/2016	\$800	Title II Part A	All ELA teachers

Activity - Common Writing Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level teacher will evaluate student writing using a common writing assessment to be given three times a year.	Evaluation			09/03/2013	06/30/2016	\$0	No Funding Required	All ELA staff

Strategy 2:

Motivation and self-directed learning - Teachers will focus on using relevant reading and writing lessons in order to motivate struggling students and to prepare them for the tasks they will face before and after graduation.

Research Cited: Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy:A report to Carnegie Corporation of New York (2nd ed.). Washington, DC:Alliance for Excellent Education.

Tier:

Activity - Creating Relevant Reading and Writing Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English teachers will incorporate an extensive use of nonfictional texts, as well as an increase in persuasive and informational writing.	Direct Instruction			09/03/2013	06/30/2016	\$0	No Funding Required	All ELA staff

Goal 4: All students will improve in math

Measurable Objective 1:

School Improvement Plan

Crossroads Charter Academy (7-12)

100% of All Students will demonstrate a proficiency in all strands in Mathematics by 06/30/2016 as measured by state level assessment (currently MEAP/MME).

Strategy 1:

Improve Instructional Practice - Teachers will continuously adapt curriculum, instruction, and assessments to meet their students' diverse and changing needs.

Research Cited: Marzano (2000)

Tier:

Activity - Note-taking and summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide notes in a note-taking format for students to summarize or fill in missing information for translation and synthesis.	Implementation			09/03/2013	06/30/2016	\$0	No Funding Required	math department

(shared) Strategy 2:

Integration of technology into all math courses - Integration will be reflected in teacher lesson plans

Research Cited: 2009 Michigan Educational Technology Standards for Students in grades 6th - 8th.

Tier:

Activity - Lesson planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include technology integration in all math lesson plans.	Other			09/03/2013	06/30/2016	\$0	No Funding Required	Math department

Activity - Utilization of available technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use smart boards, moodle, and on-line math websites such as Tenmarks on a more frequent basis.	Technology			09/07/2010	06/30/2016	\$0	General Fund	Math department

Activity - TenMarks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase TenMarks for teachers to use as a supplemental resources for math instruction	Direct Instruction			05/17/2013	06/30/2016	\$8000	General Fund	Administration, Math Instructors

(shared) Strategy 3:

Professional learning communities - Math teachers will have common planning time to meet and discuss scope, sequence, and student needs.

Research Cited: Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy:A report to Carnegie

Corporation of New York (2nd ed.).Washington, DC:Alliance

School Improvement Plan

Crossroads Charter Academy (7-12)

for Excellent Education

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Direct Instruction			06/06/2012	06/30/2016	\$0	No Funding Required	Math department

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math teachers will create course syllabi to provide students with clear objectives that need to be met.	Other			09/01/2011	06/30/2016	\$0	No Funding Required	Math department

Activity - Data - driven instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as a group to determine weaknesses in math, especially during the transition from 6th to 7th grade.	Communication			09/07/2010	06/30/2016	\$0	No Funding Required	math department

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments in all grade level math classes.	Evaluation			09/01/2009	06/30/2016	\$0	No Funding Required	Math department

(shared) Strategy 4:

implement the Eight Common Core Math Practice Standards - Teachers will actively implement the Math Practice Standards into their classrooms.

Research Cited: National Governors Association Center for Best Practices, C. O. C. S. S. O.. N.p.. Web. 1 May 2013. <<http://www.corestandards.org/Math/Practice>>.

Tier:

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will incorporate problem-solving into all classes, including instances of real-world application of problem solving techniques.	Implementation			09/03/2013	06/30/2016	\$0	No Funding Required	Math department

Activity - Lesson planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Crossroads Charter Academy (7-12)

Teachers will periodically review lesson plans for activities reflecting work with the Eight Common Core Math Practices.	Monitor			09/03/2013	06/30/2016	\$0	No Funding Required	Math department
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Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in math in Mathematics by 06/30/2014 as measured by MEAP and MAP.

(shared) Strategy 1:

Integration of technology into all math courses - Integration will be reflected in teacher lesson plans

Research Cited: 2009 Michigan Educational Technology Standards for Students in grades 6th - 8th.

Tier:

Activity - Lesson planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include technology integration in all math lesson plans.	Other			09/03/2013	06/30/2016	\$0	No Funding Required	Math department

Activity - Utilization of available technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use smart boards, moodle, and on-line math websites such as Tenmarks on a more frequent basis.	Technology			09/07/2010	06/30/2016	\$0	General Fund	Math department

Activity - TenMarks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase TenMarks for teachers to use as a supplemental resources for math instruction	Direct Instruction			05/17/2013	06/30/2016	\$8000	General Fund	Administration, Math Instructors

(shared) Strategy 2:

Professional learning communities - Math teachers will have common planning time to meet and discuss scope, sequence, and student needs.

Research Cited: Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy:A report to Carnegie Corporation of New York (2nd ed.).Washington, DC:Alliance

for Excellent Education

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Direct Instruction			06/06/2012	06/30/2016	\$0	No Funding Required	Math department

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Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math teachers will create course syllabi to provide students with clear objectives that need to be met.	Other			09/01/2011	06/30/2016	\$0	No Funding Required	Math department
Activity - Data - driven instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as a group to determine weaknesses in math, especially during the transition from 6th to 7th grade.	Communication			09/07/2010	06/30/2016	\$0	No Funding Required	math department
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments in all grade level math classes.	Evaluation			09/01/2009	06/30/2016	\$0	No Funding Required	Math department

(shared) Strategy 3:

implement the Eight Common Core Math Practice Standards - Teachers will actively implement the Math Practice Standards into their classrooms.

Research Cited: National Governors Association Center for Best Practices, C. O. C. S. S. O.. N.p.. Web. 1 May 2013. <<http://www.corestandards.org/Math/Practice>>.

Tier:

Activity - Problem Solving	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will incorporate problem-solving into all classes, including instances of real-world application of problem solving techniques.	Implementation			09/03/2013	06/30/2016	\$0	No Funding Required	Math department
Activity - Lesson planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will periodically review lesson plans for activities reflecting work with the Eight Common Core Math Practices.	Monitor			09/03/2013	06/30/2016	\$0	No Funding Required	Math department

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilization of available technology	Teachers will use smart boards, moodle, and on-line math websites such as Tenmarks on a more frequent basis.	Technology			09/07/2010	06/30/2016	\$0	Math department
TenMarks	Crossroads Charter Academy will purchase TenMarks for teachers to use as a supplemental resources for math instruction	Direct Instruction			05/17/2013	06/30/2016	\$8000	Administration, Math Instructors

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI Training	English Language Arts teachers will be trained in Evidence Based Literacy Instruction.	Professional Learning			08/27/2013	06/01/2016	\$800	Curriculum Director, Administration, ELA teachers
6 Traits	6 Traits is an analytical model for assessing and teaching writing. It is comprised of the following components: ideas, organization, voice, word choice, sentence fluency, and conventions.	Direct Instruction			09/04/2012	06/30/2016	\$800	All ELA teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Scope and Sequence Alignment	ELA teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Communication			06/08/2012	06/30/2016	\$0	All ELA staff

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Periodic Review of Lesson Plans/Curriculum Binders	On a quarterly basis, the science department will review their progress on the lesson plans/curriculum binders.	Monitor			09/03/2013	06/30/2014	\$0	Science Department Curriculum Director Administrator
Scope and Sequence Alignment	Social Studies teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Communication			09/01/2013	06/30/2016	\$0	Social Studies Department ; Student Services Coordinator
Data - driven instruction	Teachers will meet as a group to determine weaknesses in math, especially during the transition from 6th to 7th grade.	Communication			09/07/2010	06/30/2016	\$0	math department
Utilization of Technology	The science staff will integrate technology into all science courses on a more frequent and effective basis.	Direct Instruction			07/01/2014	06/30/2016	\$0	Science Department
Lesson Planning	Teachers will include technology integration into all Social Studies lesson plans.	Monitor			09/01/2013	06/30/2016	\$0	Social Studies Department
Creating Relevant Reading and Writing Assignments	English teachers will incorporate an extensive use of nonfictional texts, as well as an increase in persuasive and informational writing.	Direct Instruction			09/03/2013	06/30/2016	\$0	All ELA staff
Curriculum Binders	Social Studies instructors will create curriculum binders detailing current scope and sequence and common assessments for all social studies courses.	Other			09/01/2013	06/30/2016	\$0	Social Studies Department
Common Writing Assessment	Each grade level teacher will evaluate student writing using a common writing assessment to be given three times a year.	Evaluation			09/03/2013	06/30/2016	\$0	All ELA staff
Periodic Review of Lesson Plans/Curriculum Binders	On a quarterly basis, the English department will review their progress on the lesson plans/curriculum binders.	Monitor			09/03/2013	06/30/2016	\$0	All ELA staff
Aligned Curriculum	Align curriculum horizontally and vertically to HSCE's and GLCE's.	Other			06/01/2009	06/30/2016	\$0	Science Department
Curriculum Alignment	Math teachers will meet at the beginning and the end of the year to evaluate and adjust scope and sequence.	Direct Instruction			06/06/2012	06/30/2016	\$0	Math department
Sequenced Curriculum	Through PLC work teachers will create curriculum binders.	Other			06/01/2009	06/30/2016	\$0	Science Team
Problem Solving	The teachers will incorporate problem-solving into all classes, including instances of real-world application of problem solving techniques.	Implementation			09/03/2013	06/30/2016	\$0	Math department

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Note-taking and summarizing	Teachers will provide notes in a note-taking format for students to summarize or fill in missing information for translation and synthesis.	Implementation			09/03/2013	06/30/2016	\$0	math department
Common Social Studies Assessments	Creation of common assessments in all Social Studies Michigan Merit curriculum subjects	Evaluation			12/01/2009	06/30/2016	\$0	Social Studies Department
Common Science Assessment	Develop common assessments for science courses.	Other			09/01/2009	06/30/2016	\$0	Middle and High School Science Teachers
Common Assessments	Common assessments in all grade level math classes.	Evaluation			09/01/2009	06/30/2016	\$0	Math department
Lesson planning	Teachers will include technology integration in all math lesson plans.	Other			09/03/2013	06/30/2016	\$0	Math department
Learning Targets	The math teachers will create course syllabi to provide students with clear objectives that need to be met.	Other			09/01/2011	06/30/2016	\$0	Math department
Collaboration with ELA teachers	All Social Studies teachers will collaborate with ELA teachers to integrate written and oral language assignments within all social studies courses. Through the use of DBQs and by working with the ELA classes to coordinate topics, social studies teachers will provide practice and instruction in reading and writing skills in the social studies area.	Other			09/01/2013	06/30/2016	\$0	Social Studies Department
Lesson planning	Teachers will periodically review lesson plans for activities reflecting work with the Eight Common Core Math Practices.	Monitor			09/03/2013	06/30/2016	\$0	Math department
Lesson Planning	Teachers will include technology integration into Science lesson plans	Direct Instruction			07/01/2014	06/30/2016	\$0	Teachers
Utilization of available technology	The Social Studies staff will integrate technology (i.e. Promethian, Smart Boards, Moodle, etc.) into all social studies courses on a more frequent and effective basis.	Implementation			09/01/2011	06/30/2016	\$0	Social Studies Department
Academic Vocabulary	The Social Studies staff will integrate Economic principles and vocabulary through instruction and assignments within all social studies courses.	Implementation			09/07/2011	06/30/2016	\$0	Social Studies Department
Instructional Activities	Increase the number of hands on instructional activities to 6 per trimester.	Other			06/01/2009	06/30/2016	\$0	Science Team