

2016-17 DIP

Crossroads Charter Academy

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Overview

Plan Name

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Plan Description

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	Crossroads Charter Academy student body will demonstrate respect for self, others, community and the world.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$95000
2	All students will achieve at least one year of academic growth in Math after one full year of attendance.	Objectives: 2 Strategies: 2 Activities: 7	Academic	\$9800
3	All students will achieve at least one year of academic growth in English Language Arts after one full year of attendance.	Objectives: 3 Strategies: 3 Activities: 6	Academic	\$128000
4	All students will improve in Social Studies	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
5	All students will improve in science	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Crossroads Charter Academy student body will demonstrate respect for self, others, community and the world.

Measurable Objective 1:

demonstrate a behavior of respect and compassion for self, others, and the world around us by 06/30/2017 as measured by student surveys and observable behaviors.

Strategy 1:

Clarity of Expectations - By clearly defining student behavioral and academic expectations, teachers across the district will be able to employ consistent and effective activities to increase student engagement and personal growth. This will be an ongoing strategy.

Category: School Culture

Research Cited: The Pygmalion Effect: the greater the expectation placed upon people, the better they perform. Rosenthal, R.; Jacobson, L. (1968). Pygmalion in the classroom. New York: Holt, Rinehart & Winston.

Tier: Tier 1

Activity - Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will review and edit student / staff handbooks that explain and align with the essential elements of our programs and expectations. Schools: All Schools	Policy and Process	Tier 1	Monitor	05/01/2014	06/30/2017	\$0	No Funding Required	Administrative Team

Status	Progress Notes	Created On	Created By
In Progress	The handbook will be reviewed during the summer of 2016 and updated as needed.	May 11, 2016	Mrs. Pam J Duffy

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Activity - Peer & Mentor Coaching/Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will create a student orientation structured mentoring program for all students. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	07/01/2013	06/30/2017	\$0	No Funding Required	Administrati on Team, Student body representative, Teacher leaders

Activity - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will survey the students and staff at least twice a year on their perception of respect for self, others, and the world around them. The results will be shared with students and staff in an effort of continuous improvement. Schools: All Schools	Other - school culture	Tier 1	Implement	07/01/2013	06/30/2017	\$0	No Funding Required	Administrati on Team

Status	Progress Notes	Created On	Created By
In Progress	Parents will be surveyed twice a year. The first time during the first 6 weeks, the second time during the last 10 weeks of school.	May 15, 2016	Mrs. Pam J Duffy
In Progress	In the 2015-16 school year, the survey was distributed once.	May 11, 2016	Mrs. Pam J Duffy

Strategy 2:

Disciplinary Consistency - Crossroads Charter Academy will continue with a system that will allow for consistent discipline and academic achievement within the individual schools and district.

Category: Other - school culture

Research Cited: Despite the growing body of research on bullying, several myths about it persist. Those myths are that bullies have low self-esteem and are rejected by their peers, getting bullied is a natural part of growing up, victims will always continue to be victims, boys are physical and girls are relational victims and bullies, zero tolerance policies reduce bullying, and bullying involves only a perpetrator and a victim. To combat bullying, teachers should never ignore a bullying incident but should approach them as teachable moments. (4 pp.)

What Educators Need to Know About Bullying Behaviors

Phi Delta Kappan September 1, 2010 92: 66-69

School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value. This article surveys three approaches to improving school discipline practices and student behavior: ecological approaches to classroom management; schoolwide positive behavioral supports; and social and emotional learning. The article examines their epistemological and empirical roots and supporting research, suggesting ways to combine approaches.

How Can We Improve School Discipline?

Educational Researcher January 1, 2010 39: 48-58

Tier: Tier 1

Activity - Dean of Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will have a position within their organizational structure that focuses on student positive behavioral supports and discipline. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2014	06/30/2018	\$35000	Section 31a	Administration

Activity - Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin collecting data of discipline techniques and referrals. Collect data on positive behavior supports such as Cougar Cares and the positive behavior notes for middle and high school students. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	Principals and teachers.

Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCA will hire a full time School Social Worker for the district. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$60000	Section 31a	Superintendent, principals

Goal 2: All students will achieve at least one year of academic growth in Math after one full year of attendance.

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade Economically Disadvantaged students will demonstrate a proficiency of proficient or advanced in Mathematics by 06/30/2018 as measured by M-STEP.

Strategy 1:

Improve Instructional Practice in Mathematics - The district will implement instructional practices that increase the effectiveness of the teacher in regards to the teaching of mathematics such as:

Visual and graphic depictions of problems

Systematic and explicit instruction

Formative assessment

Professional Learning Communities

Peer and Instructional Coaching

Category: Mathematics

Research Cited: NCTM Research Brief 2007 "Effective Strategies for Teaching Students with Difficulties in Mathematics" Marzano Research Laboratory Meta-Analysis on Instructional Strategies found "The average effect size for all 329 independent studies was statistically significant($p < .001$) When corrected for attenuation, the percentile gain associated with the use of the instructional strategies is 16. This means on average, the strategies used in the independent studies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies. A reasonable inference is that the overall effect of a 16% point gain is probably not a function of random factors that are specific to the independent studies; rather, the 16% point increase represents real change in student learning," (retrieved electronically from www.marzanoresearch.com on May 10, 2013

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional Learning Community processes will continue with an added sense of urgency towards increasing student achievement in Math by regularly analyzing student progress towards increased math achievement. Schools: All Schools	Professional Learning	Tier 2	Monitor	09/03/2013	06/30/2017	\$0	No Funding Required	Teaching staff, principals
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Activity - Bridges Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will receive Bridges curriculum training during the 2016-17 school year Schools: All Schools	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers and principals

Activity - TenMarks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCA will continue to purchase a subscription to the TenMarks supplemental math program to allow students extra time on skills for enrichment and intervention. Schools: All Schools	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/30/2017	\$8000	General Fund	principals and classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	TenMarks continues to be a valuable tool to assist students with targeted practice in math. Continued monitoring for sound implementation and use will be the focus for the upcoming school year.	May 17, 2016	Mrs. Pam J Duffy

Activity - Increased Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Crossroads Charter Academy will examine their daily and yearly schedule/calendar to find ways to increase student instructional time. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Classroom teachers and principals
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Activity - Intel Math Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will be trained in specific strategies and content using Intel Math Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	No Funding Required	Math teachers, principals

Activity - 5 Dimensions for Teaching and Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Principals have all been trained in the 5 Dimensions of Teaching and Learning. (an evaluative tool) This framework provides a common language of instruction and helps schools and districts to successfully implement high quality instructional practices. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1500	Title II Part A	Teachers and principals

Measurable Objective 2:

85% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate a proficiency of meeting or exceeding their designated growth targets in Mathematics in Mathematics by 06/30/2018 as measured by as measured by NWEA Common Core State Standards MAP Test.

Strategy 1:

Support our Homeless Population's academic and social needs - Staff will confidentially identify our homeless population using surveys and pre-screening techniques. Homeless students will be provided gas cards, backpacks, school supplies and toiletries as needed through out the school year. Local businesses will donate materials. Title money will be set aside for materials. Teachers will closely monitor students academic progress and provide additional support as needed.

Category: Learning Support Systems

Research Cited: RTI can support homeless students. Students experiencing homelessness often have special social, emotional, and behavior needs as well as gaps in academic achievement (ICPH, 2013; Murphy & Tobin, 2011; Swick, 2005). In light of increasing demands on educators to more quickly identify and serve students in need of academic interventions, Fairbanks et al. (2007) studied the application of the RTI logic to address behavioral concerns as well as academic needs. A significant factor identified through review of RTI models in schools is that RTI models are often developed and implemented without addressing students' behavioral or social needs (Fairbanks et al., 2007). Kalberg and team (2010) studied the implementation results of a three-tiered model in one elementary school that combined features of RTI and PBIS to address both reading and behavioral challenges. Evidence suggests that students with learning deficits and social/behavioral needs require supports in both domains in order to be successful (Fairbanks et al., 2007; Finch, 2012; Kalberg et al., 2010). Kalberg et al. (2010) report that behavior problems can short circuit well intended educational supports.

Tier: Tier 2

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Response to Intervention conference to learn practical strategies and tools to assist all students including our homeless population Teachers who attend will share strategies and tools with all teachers. Schools: Crossroads Charter Academy (PK-6)	Professional Learning	Tier 1	Implement	10/06/2016	06/30/2017	\$300	Title II Part A	Teachers and principal

Goal 3: All students will achieve at least one year of academic growth in English Language Arts after one full year of attendance.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate a proficiency of meeting or exceeding their designated growth targets in English Language Arts by 06/30/2018 as measured by the Spring NWEA MAP test.

(shared) Strategy 1:

Improve Instructional Practice - The district will implement instructional practices that increase the effectiveness of the teacher in regards to the teaching of English Language Arts such as:

*Evidence Based Literacy Instruction

*15 Elements of Effective Adolescent Literacy Programs

Category: English/Language Arts

Research Cited: Marzano Research Laboratory Meta-Analysis on Instructional Strategies found "The average effect size for all 329 independent studies was statistically significant ($p < .0001$). When corrected for attenuation, the percentile gain associated with the use of the instructional strategies is 16 (.). This means that on the average, the strategies used in the independent studies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies. A reasonable inference is that the overall effect of a 16 percentile point gain is probably not a function of random factors that are specific to the independent studies; rather, the 16 percentile point increase represents a real change in student learning." (retrieved electronically from www.marzanoresearch.com on May 10, 2013.

Reading Next Report. www.all4ed.org/files/ReadingNext.pdf

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning community processes will continue with special attention being directed towards increasing student reading achievement in areas where growth has flat-lined. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	No Funding Required	Principals

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Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will employ one teacher and as many para-pro interventionists as possible to coordinate and implement Tier 2 Reading and Writing Interventions. Schools: All Schools	Academic Support Program	Tier 2		06/10/2013	06/30/2017	\$120000	Title I Part A	Superintendent, principals

Activity - iREAD Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the iRead program by Scholastic for students in grades K-2 who are struggling with reading. Schools: Crossroads Charter Academy (PK-6)	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$3000	Title I Part A	Principal, Title I

Activity - Wonders/Comprehension Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will continue to implement Wonders/Comprehension Clubs in grades K-6 as our reading curriculum. CCA will also provide training to all new teachers on how to utilize the Wonders Curriculum K-3 and Comprehension Clubs 4-6 as well as the corresponding interventions to meet the Common Core State Standards for all students. Schools: Crossroads Charter Academy (PK-6)	Direct Instruction	Tier 1	Implement	07/01/2014	06/30/2020	\$0	No Funding Required	Principal, teachers

Measurable Objective 2:

50% of Economically Disadvantaged students will demonstrate a proficiency of proficient in reading and writing in English Language Arts by 06/30/2018 as measured by NWEA Common Core State Standards MAP test and the state assessment.

(shared) Strategy 1:

Crossroads Charter Academy

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Improve Instructional Practice - The district will implement instructional practices that increase the effectiveness of the teacher in regards to the teaching of English Language Arts such as:

*Evidence Based Literacy Instruction

*15 Elements of Effective Adolescent Literacy Programs

Category: English/Language Arts

Research Cited: Marzano Research Laboratory Meta-Analysis on Instructional Strategies found "The average effect size for all 329 independent studies was statistically significant ($p < .0001$). When corrected for attenuation, the percentile gain associated with the use of the instructional strategies is 16 (.). This means that on the average, the strategies used in the independent studies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies. A reasonable inference is that the overall effect of a 16 percentile point gain is probably not a function of random factors that are specific to the independent studies; rather, the 16 percentile point increase represents a real change in student learning." (retrieved electronically from www.marzanoresearch.com on May 10, 2013.

Reading Next Report. www.all4ed.org/files/ReadingNext.pdf

Tier: Tier 1

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning community processes will continue with special attention being directed towards increasing student reading achievement in areas where growth has flat-lined. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	No Funding Required	Principals

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will employ one teacher and as many para-pro interventionists as possible to coordinate and implement Tier 2 Reading and Writing Interventions. Schools: All Schools	Academic Support Program	Tier 2		06/10/2013	06/30/2017	\$120000	Title I Part A	Superintendent, principals

Activity - iREAD Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the iRead program by Scholastic for students in grades K-2 who are struggling with reading. Schools: Crossroads Charter Academy (PK-6)	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$3000	Title I Part A	Principal, Title I

Activity - Wonders/Comprehension Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will continue to implement Wonders/Comprehension Clubs in grades K-6 as our reading curriculum. CCA will also provide training to all new teachers on how to utilize the Wonders Curriculum K-3 and Comprehension Clubs 4-6 a well as the corresponding interventions to meet the Common Core State Standards for all students. Schools: Crossroads Charter Academy (PK-6)	Direct Instruction	Tier 1	Implement	07/01/2014	06/30/2020	\$0	No Funding Required	Principal, teachers

(shared) Strategy 2:

Increased Instructional Time - Crossroads Charter Academy will analyze their daily and school year calendar to find creative ways to provide all students with more instructional time.

Category: English/Language Arts

Research Cited: Alexander, K.; Entwisle, E.; Olson, L. (2007) Lasting Consequences of the Summer Learning Gap.

AMERICAN SOCIOLOGICAL REVIEW VOL. 72 (April:167–180)

Tier: Tier 2

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All grade levels will have a designated 30 minute block of time for interventions in Reading. Schools: Crossroads Charter Academy (PK-6)	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$0	No Funding Required	Principal, Title I Department
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Status	Progress Notes	Created On	Created By
In Progress	RTI continues to be offered as a 30 minute session in all grade levels to all elementary students regardless of their proficiency level. Students will continue to be given targeted instruction on skills based on classroom and NWEA data.	May 16, 2016	Mrs. Pam J Duffy

Measurable Objective 3:

80% of All Students will demonstrate a proficiency where proficiency is measured in Reading by 06/30/2018 as measured by the M-STEP.

(shared) Strategy 1:

Improve Instructional Practice - The district will implement instructional practices that increase the effectiveness of the teacher in regards to the teaching of English Language Arts such as:

*Evidence Based Literacy Instruction

*15 Elements of Effective Adolescent Literacy Programs

Category: English/Language Arts

Research Cited: Marzano Research Laboratory Meta-Analysis on Instructional Strategies found "The average effect size for all 329 independent studies was statistically significant ($p < .0001$). When corrected for attenuation, the percentile gain associated with the use of the instructional strategies is 16 (.). This means that on the average, the strategies used in the independent studies represent a gain of 16 percentile points over what would be expected if teachers did not use the instructional strategies. A reasonable inference is that the overall effect of a 16 percentile point gain is probably not a function of random factors that are specific to the independent studies; rather, the 16 percentile point increase represents a real change in student learning." (retrieved electronically from www.marzanoresearch.com on May 10, 2013.

Reading Next Report. www.all4ed.org/files/ReadingNext.pdf

Tier: Tier 1

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning community processes will continue with special attention being directed towards increasing student reading achievement in areas where growth has flat-lined. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	No Funding Required	Principals

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will employ one teacher and as many para-pro interventionists as possible to coordinate and implement Tier 2 Reading and Writing Interventions. Schools: All Schools	Academic Support Program	Tier 2		06/10/2013	06/30/2017	\$120000	Title I Part A	Superintendent, principals

Activity - iREAD Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the iRead program by Scholastic for students in grades K-2 who are struggling with reading. Schools: Crossroads Charter Academy (PK-6)	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$3000	Title I Part A	Principal, Title I

Activity - Wonders/Comprehension Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Crossroads Charter Academy will continue to implement Wonders/Comprehension Clubs in grades K-6 as our reading curriculum. CCA will also provide training to all new teachers on how to utilize the Wonders Curriculum K-3 and Comprehension Clubs 4-6 as well as the corresponding interventions to meet the Common Core State Standards for all students. Schools: Crossroads Charter Academy (PK-6)	Direct Instruction	Tier 1	Implement	07/01/2014	06/30/2020	\$0	No Funding Required	Principal, teachers
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(shared) Strategy 2:

Increased Instructional Time - Crossroads Charter Academy will analyze their daily and school year calendar to find creative ways to provide all students with more instructional time.

Category: English/Language Arts

Research Cited: Alexander, K.; Entwisle, E.; Olson, L. (2007) Lasting Consequences of the Summer Learning Gap.

AMERICAN SOCIOLOGICAL REVIEW VOL. 72 (April:167–180)

Tier: Tier 2

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will have a designated 30 minute block of time for interventions in Reading. Schools: Crossroads Charter Academy (PK-6)	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$0	No Funding Required	Principal, Title I Department

Status	Progress Notes	Created On	Created By
In Progress	RTI continues to be offered as a 30 minute session in all grade levels to all elementary students regardless of their proficiency level. Students will continue to be given targeted instruction on skills based on classroom and NWEA data.	May 16, 2016	Mrs. Pam J Duffy

Strategy 3:

SLD Read - Assist educators to identify learning challenges and provide training and techniques to enhance their reading curriculum through professional development courses.

Increase community awareness and understanding of literacy issues through community workshops and collaborations.

Category: English/Language Arts

Research Cited: Balmuth, M. (2009). The roots of phonics. A historical introduction (Revised ed.). Baltimore, MD: Paul H. Brookes.

Berninger, V. (2008). Evidence-based written language instruction during early and middle childhood. In R. Morris & N. Mather (Eds.), Evidence-based interventions for students with learning and behavioral challenges. Philadelphia: Lawrence Erlbaum Associates.

Berninger, V., O'Donnell, L., & Holdnack, J. (2008). Research-supported differential diagnosis of specific learning disabilities and implications for instruction and response to instruction (RTI). In A. Prifitera, D. Saklofske, & L. Weiss (Eds.), WISC-IV Clinical Assessment and Intervention, Second Edition (pp. 69-108). San Diego, CA: Academic Press (Elsevier).

Berninger, V., & Wolf, B. (2009a). Teaching students with dyslexia and dysgraphia: Lessons from teaching and science. Baltimore, MD: Paul H. Brookes.

Brooks, A., Berninger, V., Abbott, R., & Richards, T. (2011) Letter naming and letter writing reversals of some children with dyslexia: Symptoms of inefficient phonological and orthographic loops of working memory? *Developmental Neuropsychology*, 36, 847-868.

Henry, M. (2010). *Unlocking literacy. Effective decoding and spelling instruction.* (2nd ed.). Baltimore: Paul H. Brookes.

Moats, L. C. (Winter, 2005/2006). How spelling supports reading: And why it is more regular and predictable than you think. *American Educator*, 12-22 , 42-43.

Troia, G. (Ed.). (2008). *Instruction and assessment for struggling writers: Evidence- based practices.* New York: Guilford.

Yates, C., Berninger, V., & Abbott, R. (1994). Writing problems in intellectually gifted children. *Journal for the Education of the Gifted*, 18, 131-155.

Wolf, B. (2011). Teaching handwriting. In J. Birsch (Ed.), *Multisensory teaching of basic language skills: Theory and practice, Revised Edition.* Baltimore, MD: Paul H. Brookes.

Tier: Tier 1

Activity - Teacher Training in SLD Read	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in SLD Read to not only identify students with reading difficulties, but how to teach them to read. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$5000	Title II Part A	Principals, teachers

Goal 4: All students will improve in Social Studies

Measurable Objective 1:

40% of All Students will demonstrate a proficiency of proficient or advanced in Social Studies by 06/30/2018 as measured by performance on the state assessments..

Strategy 1:

Writing within the Content Area - Teachers will create opportunities for students to write within their social studies class.

Category: Social Studies

Research Cited: Graham, S.; Perin, D. (2007) Writing Next Effective Strategies to Improve Writing of Adolescents in Middle and High School. Carnegie Corporation of New York.

Tier: Tier 1

Activity - Social Studies Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create opportunities for students to write within their social studies class. Schools: Crossroads Charter Academy (7-12)	Direct Instruction	Tier 1	Implement	09/03/2013	06/30/2017	\$0	No Funding Required	Teachers, Principal

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will receive training from CCA staff as needed on how to best incorporate technology into their instructional repertoire. Schools: All Schools	Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers and Principals

Strategy 2:

Technology Enrichment - Teachers will utilize technology to develop and enhance learning opportunities for all students. These technologies include but are not limited to the use of: Moodle, Smart Boards, mobile laptop/tablet labs, document cameras, United Streaming Video and etc.

Category: Social Studies

Research Cited: Patrick, S. and Powell, A. (2009) A Summary of Research on the Effectiveness of online Learning. International Association for K-12 Online Learning Vienna VA

Tier: Tier 1

Activity - Technology Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will receive training from CCA staff as needed on how to best incorporate technology into their instructional repertoire. Schools: All Schools	Technology	Tier 1		09/06/2016	06/30/2017	\$0	No Funding Required	Principals

Goal 5: All students will improve in science

Measurable Objective 1:

20% of All Students will demonstrate a proficiency of proficient or advanced in Science by 06/30/2018 as measured by performance on the state assessments. .

(shared) Strategy 1:

Improved Instructional Practice - District staff will implement various instructional practices such as Hands On and Discovery Learning into their instructional model.

Category: Science

Research Cited: Minner, D.; Levy, A.; and Century, J. (2010) Inquiry-Based Science Instruction—What Is It and Does It Matter?

Results from a Research Synthesis Years 1984 to 2002. JOURNAL OF RESEARCH IN SCIENCE TEACHING. 47(4). 474-496

Tier: Tier 1

Activity - Hands On	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the number of hands on instructional activities. Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	07/01/2013	06/30/2017	\$0	No Funding Required	Classroom Teachers

Activity - Preview science textbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Teachers will preview textbooks that align to the Next Generation Science Standards. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	10/03/2016	06/30/2017	\$0	No Funding Required	science teachers and principals

Measurable Objective 2:

50% of Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate a proficiency of meeting their growth target in Science by 06/30/2018 as measured by the NWEA Spring MAP science test.

(shared) Strategy 1:

Improved Instructional Practice - District staff will implement various instructional practices such as Hands On and Discovery Learning into their instructional model.

Category: Science

Research Cited: Minner, D.; Levy, A.; and Century, J. (2010) Inquiry-Based Science Instruction—What Is It and Does It Matter?

Results from a Research Synthesis Years 1984 to 2002. JOURNAL OF RESEARCH IN SCIENCE TEACHING. 47(4). 474-496

Tier: Tier 1

2016-17 DIP

Crossroads Charter Academy

Activity - Hands On	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the number of hands on instructional activities. Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	07/01/2013	06/30/2017	\$0	No Funding Required	Classroom Teachers

Activity - Preview science textbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Teachers will preview textbooks that align to the Next Generation Science Standards. Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	10/03/2016	06/30/2017	\$0	No Funding Required	science teachers and principals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Writing	Teachers will create opportunities for students to write within their social studies class.	Direct Instruction	Tier 1	Implement	09/03/2013	06/30/2017	\$0	Teachers, Principal
Professional Learning Communities	Professional Learning community processes will continue with special attention being directed towards increasing student reading achievement in areas where growth has flat-lined.	Professional Learning	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	Principals
Handbooks	The district will review and edit student / staff handbooks that explain and align with the essential elements of our programs and expectations.	Policy and Process	Tier 1	Monitor	05/01/2014	06/30/2017	\$0	Administrative Team
Technology Instruction	Teachers in grades K-12 will receive training from CCA staff as needed on how to best incorporate technology into their instructional repertoire.	Technology	Tier 1		09/06/2016	06/30/2017	\$0	Principals
Data Collection	Begin collecting data of discipline techniques and referrals. Collect data on positive behavior supports such as Cougar Cares and the positive behavior notes for middle and high school students.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Principals and teachers.
Peer & Mentor Coaching/Orientation	The district will create a student orientation structured mentoring program for all students.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2013	06/30/2017	\$0	Administration Team, Student body representative, Teacher leaders
Professional Learning Communities	Professional Learning Community processes will continue with an added sense of urgency towards increasing student achievement in Math by regularly analyzing student progress towards increased math achievement.	Professional Learning	Tier 2	Monitor	09/03/2013	06/30/2017	\$0	Teaching staff, principals

2016-17 DIP

Crossroads Charter Academy

Wonders/Comprehension Clubs	Crossroads Charter Academy will continue to implement Wonders/Comprehension Clubs in grades K-6 as our reading curriculum. CCA will also provide training to all new teachers on how to utilize the Wonders Curriculum K-3 and Comprehension Clubs 4-6 as well as the corresponding interventions to meet the Common Core State Standards for all students.	Direct Instruction	Tier 1	Implement	07/01/2014	06/30/2020	\$0	Principal, teachers
Surveys	The District will survey the students and staff at least twice a year on their perception of respect for self, others, and the world around them. The results will be shared with students and staff in an effort of continuous improvement.	Other - school culture	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Administration Team
RTI	All grade levels will have a designated 30 minute block of time for interventions in Reading.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$0	Principal, Title I Department
Preview science textbooks	Science Teachers will preview textbooks that align to the Next Generation Science Standards.	Curriculum Development	Tier 1	Getting Ready	10/03/2016	06/30/2017	\$0	science teachers and principals
Intel Math Initiative	Math teachers will be trained in specific strategies and content using Intel Math	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Math teachers, principals
Increased Instructional Time	Crossroads Charter Academy will examine their daily and yearly schedule/calendar to find ways to increase student instructional time.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Classroom teachers and principals
Technology	Teachers in grades K-12 will receive training from CCA staff as needed on how to best incorporate technology into their instructional repertoire.	Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers and Principals
Bridges Curriculum Training	New teachers will receive Bridges curriculum training during the 2016-17 school year	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers and principals
Hands On	Teachers will increase the number of hands on instructional activities.	Direct Instruction	Tier 1	Getting Ready	07/01/2013	06/30/2017	\$0	Classroom Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventionists	Crossroads Charter Academy will employ one teacher and as many para-pro interventionists as possible to coordinate and implement Tier 2 Reading and Writing Interventions.	Academic Support Program	Tier 2		06/10/2013	06/30/2017	\$120000	Superintendent, principals

2016-17 DIP

Crossroads Charter Academy

iREAD Intervention Program	Implementation of the iRead program by Scholastic for students in grades K-2 who are struggling with reading.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$3000	Principal, Title I
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Dean of Students	Crossroads Charter Academy will have a position within their organizational structure that focuses on student positive behavioral supports and discipline.	Behavioral Support Program	Tier 1	Implement	07/01/2014	06/30/2018	\$35000	Administration
School Social Worker	CCA will hire a full time School Social Worker for the district.	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$60000	Superintendent, principals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training in SLD Read	Teachers will be trained in SLD Read to not only identify students with reading difficulties, but how to teach them to read.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$5000	Principals, teachers
Response to Intervention	Teachers will attend Response to Intervention conference to learn practical strategies and tools to assist all students including our homeless population. Teachers who attend will share strategies and tools with all teachers.	Professional Learning	Tier 1	Implement	10/06/2016	06/30/2017	\$300	Teachers and principal
5 Dimensions for Teaching and Learning	Teachers and Principals have all been trained in the 5 Dimensions of Teaching and Learning. (an evaluative tool) This framework provides a common language of instruction and helps schools and districts to successfully implement high quality instructional practices.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1500	Teachers and principals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
TenMarks	CCA will continue to purchase a subscription to the TenMarks supplemental math program to allow students extra time on skills for enrichment and intervention.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/30/2017	\$8000	principals and classroom teachers

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Handbooks	The district will review and edit student / staff handbooks that explain and align with the essential elements of our programs and expectations.	Policy and Process	Tier 1	Monitor	05/01/2014	06/30/2017	\$0	Administrative Team
Peer & Mentor Coaching/Orientation	The district will create a student orientation structured mentoring program for all students.	Behavioral Support Program	Tier 1	Getting Ready	07/01/2013	06/30/2017	\$0	Administration Team, Student body representative, Teacher leaders
Surveys	The District will survey the students and staff at least twice a year on their perception of respect for self, others, and the world around them. The results will be shared with students and staff in an effort of continuous improvement.	Other	Tier 1	Implement	07/01/2013	06/30/2017	\$0	Administration Team
Professional Learning Communities	Professional Learning community processes will continue with special attention being directed towards increasing student reading achievement in areas where growth has flat-lined.	Professional Learning	Tier 1	Monitor	07/01/2013	06/30/2017	\$0	Principals
Hands On	Teachers will increase the number of hands on instructional activities.	Direct Instruction	Tier 1	Getting Ready	07/01/2013	06/30/2017	\$0	Classroom Teachers
Interventionists	Crossroads Charter Academy will employ one teacher and as many para-pro interventionists as possible to coordinate and implement Tier 2 Reading and Writing Interventions.	Academic Support Program	Tier 2		06/10/2013	06/30/2017	\$120000	Superintendent, principals
Dean of Students	Crossroads Charter Academy will have a position within their organizational structure that focuses on student positive behavioral supports and discipline.	Behavioral Support Program	Tier 1	Implement	07/01/2014	06/30/2018	\$35000	Administration
Data Collection	Begin collecting data of discipline techniques and referrals. Collect data on positive behavior supports such as Cougar Cares and the positive behavior notes for middle and high school students.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Principals and teachers.

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Crossroads Charter Academy

Technology	Teachers in grades K-12 will receive training from CCA staff as needed on how to best incorporate technology into their instructional repertoire.	Technology	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers and Principals
Professional Learning Communities	Professional Learning Community processes will continue with an added sense of urgency towards increasing student achievement in Math by regularly analyzing student progress towards increased math achievement.	Professional Learning	Tier 2	Monitor	09/03/2013	06/30/2017	\$0	Teaching staff, principals
Bridges Curriculum Training	New teachers will receive Bridges curriculum training during the 2016-17 school year	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers and principals
TenMarks	CCA will continue to purchase a subscription to the TenMarks supplemental math program to allow students extra time on skills for enrichment and intervention.	Academic Support Program	Tier 1	Evaluate	09/06/2016	06/30/2017	\$8000	principals and classroom teachers
Increased Instructional Time	Crossroads Charter Academy will examine their daily and yearly schedule/calendar to find ways to increase student instructional time.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Classroom teachers and principals
Intel Math Initiative	Math teachers will be trained in specific strategies and content using Intel Math	Academic Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$0	Math teachers, principals
5 Dimensions for Teaching and Learning	Teachers and Principals have all been trained in the 5 Dimensions of Teaching and Learning. (an evaluative tool) This framework provides a common language of instruction and helps schools and districts to successfully implement high quality instructional practices.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$1500	Teachers and principals
Preview science textbooks	Science Teachers will preview textbooks that align to the Next Generation Science Standards.	Curriculum Development	Tier 1	Getting Ready	10/03/2016	06/30/2017	\$0	science teachers and principals
School Social Worker	CCA will hire a full time School Social Worker for the district.	Behavioral Support Program	Tier 1	Implement	08/29/2016	06/30/2017	\$60000	Superintendent, principals
Technology Instruction	Teachers in grades K-12 will receive training from CCA staff as needed on how to best incorporate technology into their instructional repertoire.	Technology	Tier 1		09/06/2016	06/30/2017	\$0	Principals
Teacher Training in SLD Read	Teachers will be trained in SLD Read to not only identify students with reading difficulties, but how to teach them to read.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$5000	Principals, teachers

Crossroads Charter Academy (PK-6)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2016-17 DIP

Crossroads Charter Academy

iREAD Intervention Program	Implementation of the iRead program by Scholastic for students in grades K-2 who are struggling with reading.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$3000	Principal, Title I
RTI	All grade levels will have a designated 30 minute block of time for interventions in Reading.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2017	\$0	Principal, Title I Department
Wonders/Comprehension Clubs	Crossroads Charter Academy will continue to implement Wonders/Comprehension Clubs in grades K-6 as our reading curriculum. CCA will also provide training to all new teachers on how to utilize the Wonders Curriculum K-3 and Comprehension Clubs 4-6 as well as the corresponding interventions to meet the Common Core State Standards for all students.	Direct Instruction	Tier 1	Implement	07/01/2014	06/30/2020	\$0	Principal, teachers
Response to Intervention	Teachers will attend Response to Intervention conference to learn practical strategies and tools to assist all students including our homeless population. Teachers who attend will share strategies and tools with all teachers.	Professional Learning	Tier 1	Implement	10/06/2016	06/30/2017	\$300	Teachers and principal

Crossroads Charter Academy (7-12)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Writing	Teachers will create opportunities for students to write within their social studies class.	Direct Instruction	Tier 1	Implement	09/03/2013	06/30/2017	\$0	Teachers, Principal