



# **School Improvement Plan**

**Crossroads Charter Academy (PK-6)**

**Crossroads Charter Academy**

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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.

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

Crossroads Charter Academy has been serving students in the Big Rapids area since the start of the 1998-1999 school year. The academy consists 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 averaged 698 students with approximately 430 students in the elementary building with a teaching staff of 29, and 300 students in the secondary building with a teaching staff of 27. In addition, a preschool program, under the supervision of the Mecosta-Osceola Intermediate School District, services about 20 students and is housed in the elementary building. 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 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 that same time period, the number of students with disabilities has increased, raising the percentage of students with disabilities from 12% in 2011-2012 to 17% in 2013-2014. Our population of economically disadvantaged students has remained at about 62% despite the enrollment fluctuations. 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 both the Title I department and special education department was adopted to provide support to classroom teachers in assisting these students to meet their academic goals.

## 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

## **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 with enrollment staying stable and on the slight increase as families choose Crossroads based on their record of addressing students' individual needs. The 2013-2014 school year saw impressive results in terms of student growth; on the NWEA MAP test, all grade levels scored above the 50th percentile nationally in terms of student gains, with the large majority of grade levels scoring above the 70th percentile.

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.

## **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 warmness 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.

# **Improvement Plan Stakeholder Involvement**

## **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.

## **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.**

The decision making process is designed to be collaborative effort by members of the staff, board, parents, and community members. Crossroads Charter Academy is accomplishing this collaboration within the design of the School Improvement Framework. This design consists of a pyramid of sorts, with input coming from all levels and the final decision being approved and/or made by the Board of Directors.

This process has its roots in the PLC model utilized in the elementary building. This Professional Learning Community (PLC) model, based on the research and model of Richard DuFour and Robert Eaker (1998) in their book "Professional Learning Communities at Work," allows for all grade level teachers to have common planning time every day. This model was researched and implemented out of the desire and need to provide teachers common time to discuss student achievement, curriculum, and instruction, as well as direct involvement in the decision making process. It was also fostered out of the desire to build a community of leaders within the school building outside of the administrative circle, in line with Linda Lambert's (1998) suggestions in her book "Building Leadership Capacity in Schools." Once a week during this common planning time, the grade level teachers meet with the curriculum director and administration to discuss student achievement, curriculum, assessment and instruction, as well as general policies/programs for school improvement. The other four days are used for informal collaboration and/or individual planning time. The curriculum director and/or school administrator is responsible for relaying information shared to the Instructional Leadership Team (ILT).

Within the school building, all grade levels have designated a person to represent them on the ILT. The ILT represents all grade levels, specials, special education, and are joined on the ILT by the Intervention Lead Teacher, Curriculum Director, and principal of the elementary building.

Each member of this team has specific roles to play in the gathering of data through the completion of the comprehensive needs assessment, and the process of monitoring the goals, objectives, strategies and activities of the school improvement plan. They work with their grade level teams to gather information needed, and with the collaboration of their team, make adjustments or develop new goals, objectives, strategies, and activities as needed.

The grade level leads brings this information to the ILT. This team looks through the school improvement plan, and develops ideas for professional development, culture or climate adjustments, or cross-curricular activities. This team also brings these ideas to the parent committee to receive feedback.

After making adjustments based on feedback from parents and staff, the curriculum director brings the ideas and suggestions to the Board of Directors Education committee for feedback and approval. This committee consists of three board members, the superintendent, high school principal, elementary principal, curriculum director, elementary teacher, high school teacher, and a parent. The proposals are then presented to the full board by the board chair of the Education committee, if necessary.

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

Crossroads Charter Academy, in good faith, solicits feedback from as many of their stakeholder groups as possible. The following stakeholder groups were involved in the creation of this improvement plan in a variety of ways.

**Teachers:** all teachers were a member of a subject area team. Each team participated in a review of the current school improvement plan, analyzing current data, reflecting on instructional practice, and soliciting feedback from teachers not on that particular team. Recommendations based on this review and analysis were given to the ILT, and edits to the plan were made accordingly. Teachers also participated in an online survey which solicited their feedback on practices and procedures of the district.

**Parents:** The parent involvement group met multiple times during the school year and organized a parent university session which had sessions advising parents on social and academic needs of our families. The PU team is currently looking for new ways to increase attendance by parents and will relay those to the ILT. The PU team will also review the current school improvement plan, make suggestions, and use that as a basis for their upcoming initiatives. All parents were invited to participate in an online survey; the district administered the survey online for the first time in the 2012-2013 academic year and the result was a much higher participation rate. Comments and suggestions made through these surveys directly impacted the initiatives included in the SIP.

**Board of Directors:** The board of directors has 3 members that participate in monthly Education Committee meetings. Through these meetings, their input regarding school improvement initiatives is received and reflected upon. The Board of Directors ultimately gives the final approval of the building and district school improvement plans.

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

The final school improvement plan was approved and adopted by the Board of Directors at a late summer meeting. Once approved, the plan was uploaded to the school's website, and print copies were made available to those who wished to review them in the elementary and central offices. Stakeholders were informed of the completion and approval of the school improvement plan via the minutes of the Board of Director's fall meeting as well as via the elementary school newsletter..

The website and school newsletter also communicate progress and updates on the school improvement plan when necessary.

# School Data Analysis

## **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.

## **Student Enrollment Data**

### **How do student enrollment trends affect staffing?**

The enrollment of the K-6 building has seen a steady increase in student population over the last 5 years, both in overall student numbers, as well as in regards to our subgroups. While the slope of the increase has tapered, the general trend is still increasing. With the overall increase in student population, Crossroads Charter Academy has had to increase their support staff, due to an increase in the number of students that are having difficulty meeting the state standards.

Over the last 5 years, CCA Elementary has seen a 15% increase in the number of students who are considered economically disadvantaged, which has resulted in careful analysis of teaching strategies and staff to meet the social and academic needs of all students.

### **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 increased student enrollment, Crossroads Charter Academy has been challenged to use the space in the K-6 building as efficiently as possible. The space has been reconfigured to allow for the best learning environment for all students, and priority has been given to meeting students core academic needs. If enrollment continues to increase, especially in regards students with disabilities, further reflection of the use of space in the elementary building will need to be considered.

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### **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?**

Crossroads Charter Academy believes that giving teachers opportunities for professional learning to refine their practice is of utmost importance to increasing student achievement. Crossroads Charter Academy strives to provide a balance of professional learning opportunities across all subject areas, while understanding that teacher time out of the classroom may have a negative impact on student achievement. Therefore, effort is made to provide opportunities outside of the school day, with compensation, to minimize teacher time outside of the classroom.

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?**

Over the course of the last five years, the demographics of our student population have changed significantly, resulting in a need to analyze our approach to teaching and learning, as well as our curricular choices.

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

In depth analysis of student data will continue to find if the actions already implemented are having a positive effect on student achievement. The assignment of staffing, and addressing continuing deficiencies in math and writing will also continue over the next academic year.

### **What are the challenges you noticed based on student attendance?**

Based on our attendance reports, there are no significant negative attendance trends.

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

Continued monitoring of attendance records and preventative action to students who show signs of attendance issues will occur.

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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?**

MEAP results indicate highest achievement in Reading across the grade levels, both with regard to percentages of students proficient and with regard to percentage of students proficient relative to State Average Scores. Measure of Academic Progress (MAP) similarly indicate high achievement and student growth with regard to Reading.

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

A linear regression analysis was conducted for all MEAP and MAP results from 2009 - 2013, using two degrees of freedom and  $p < 0.05$ . In no instances did there exist a statistically-significant trend in student performance, given the critical  $r$  value of 0.950.

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

Crossroads Charter Academy students performed above the state average in 3rd & 6th grade Reading.

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

Scores for this subgroup have improved relative to the student population and to the scores of the bottom tertile in writing, as determined by a two-tailed t-test,  $p < .005$ . In no other content area does a statistically significant change in subgroup performance relative to the student population exist.

### **What factors or causes contributed to improved student achievement?**

Supplementary instruction designed in Professional Learning Communities regarding lessons related to grade-level specific strand or item weaknesses produced demonstrable positive results. Math Professional Development inservices and activities related to broader mathematics pedagogy also produced compelling gains. A change in the math curriculum K-6 is hoped to also continue making achievement gains in math; gains have already been shown on our NWEA MAP assessment.

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

With regard to broader mathematics pedagogy, MAP results indicated a statistically-significant difference between the percent of students meeting their growth targets in the 2013-2014, 2012-2013 and 2011-2012 school years (two-tailed T-test,  $p < 0.05$ ).

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

The weakest areas as indicated on the State MEAP test were Writing and Social Studies. However, each of those subject areas only test one grade level of students, making scores highly susceptible to fluctuations due to cohort variability.

Where multiple grade levels are tested, math was the weakest subject area for the district, and performed below the state averages.

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

A linear regression analysis was conducted for all MEAP and MAP results from 2009 - 2013, using two degrees of freedom and  $p < 0.05$ . In no instances did there exist a statistically-significant trend in student performance, given the critical  $r$  value of 0.950.

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

In terms of overall student achievement data, CCA students performed below the state targets of performance in reading in 4th and 5th grade; math in 3rd-6th grades, science, social studies, and writing.

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

Scores for this subgroup declined relative to the overall school population and the upper tertile of students. Generally, the standard deviation of scaled scores has been increasing.

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

Crossroads Charter Academy has seen an influx of new students as well as a significant change in student demographics over the last two years. While scores are improving, weathering this influx has brought some of our practices and curriculum into a new light.

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

When analyzing the student test scores, analysis was done by identifying students who were new to our district and students who are economically disadvantaged. When scores from new students were pulled out from the overall data, CCA's overall scores improved significantly.

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

Crossroads Charter Academy is currently implementing a new curriculum to address the known holes. Furthermore, we are researching ways to identify and target students who are new to our district to assist them in their transition, as well as improve our intervention

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strategies for students who are having difficulty becoming proficient in the standards.

## Subgroup Student Achievement

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

**Response:**

- None

**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?\***

Not applicable. While some achievement gaps have reversed over the last three years the gaps are not becoming smaller.

**How do you know the achievement gap is closing?\***

Not applicable

**What other data support the findings?**

Currently, the other form of data that we use to monitor student achievement does not provide a subgroup breakdown.

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

Since there is no statistically significant evidence that the gap is closing, we cannot determine which factors caused the gap to close.

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

N/A

**What actions could be taken to continue this positive trend?**

N/A

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**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?\***

The achievement gap between our economically disadvantaged students is still present, but has not become necessarily greater over the last few years.

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

Comparable data from the 2011 and 2012 MEAP tests shows an increase in the gap in student achievement when averaged across the grade span of the building.

Additionally, with our focus on having students meet or exceed their recommended growth targets on the NWEA MAP test, we are finding that our proficiency gap between our bottom 30% and top 30% is destined to continue to grow.

**What other data support the findings?\***

Other standardized test data fail to corroborate MEAP results indicating increasing student achievement gap; MEAP results appear non-replicable and anomalous.

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

Crossroads Charter Academy had a period of large growth over the last few years. With that growth, and the economic situation of the area, CCA saw its economically disadvantaged percentage grow from about 45% to over 60%. While CCA's intervention strategies are constantly reviewed and revised to meet students needs, it will take time for those interventions to have a significant effect on closing the achievement gap.

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

Careful analysis of student data which included singling out economic status as a factor give us evidence that much of the increase in the

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gap is due to a higher percentage of Economically Disadvantaged students attending CCA.

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

More direct interventions targeted to students of low socio-economic status would be one action that could be taken. An extended calendar to minimize summer learning loss is being considered, as well as increasing the accessibility to free summer programs. An expansion in parent involvement policy, and curricular changes, where appropriate, would also be appropriate actions.

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

Crossroads Charter Academy does not have a significant ELL population.

### **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?**

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

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

Students in Grades K-3rd are considered "At Risk" if their scores on the DIBELS assessment fall within the "At Risk" level.

Students in grades 2nd-6th grades are considered "At Risk" if:

\*Their previous year' grades in English/Language Arts and Math are D's or F's

\*Their most recent grade-level scores on STAR Reading and Math assessments are .5 months or more below their grade level on date of testing

\*Their RIT score is at or below the following cut scores:

Grade 2: 143 ELA; 144Math

Grade 3: 160 ELA; 163 Math

Grade 4: 175 ELA; 178 Math

Grade 5: 189 ELA; 192 Math

Grade 6: 200 ELA; 204 Math

Students who are meeting or exceeding standards will benefit from differentiated instruction within the

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classroom.

Students who are designated to receive intervention services are put on a progress monitoring schedule.

Students who are also 'on the bubble' for receiving intervention services are also monitored at the teacher's request. Students are progress monitored every four weeks with the DIBELS or CBM program, and the results of the progress monitoring is shared with grade level teachers, curriculum coordinator, and administrator at monthly data day meetings. At this meeting, the teachers, intervention specialist, para-pro, curriculum coordinator, and administrator discuss the student's progress and determine what intervention changes, if any, need to be made. This can include dismissal from the intervention program, change in the intervention strategy, or additional intervention--either time or programming.

Again in January of each academic year, all students in grades K-3 are given the DIBELS assessment to evaluate academic standing in literacy skills. All 2nd-8th grade students are also given the STAR reading and STAR Math assessments and the NWEA MAP test.

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

Students in Grades K-3rd are considered "At Risk" if their scores on the DIBELS assessment fall within the "At Risk" level.

Students in grades 2nd-6th grades are considered "At Risk" if:

\*Their previous year' grades in English/Language Arts and Math are D's or F's

\*Their most recent grade-level scores on STAR Reading and Math assessments are .5 months or more below their grade level on date of testing

\*Their RIT score is at or below the following cut scores:

Grade 2: 151 ELA; 151 Math

Grade 3: 171 ELA; 172 Math

Grade 4: 183 ELA; 185 Math

Grade 5: 194 ELA; 198 Math

Grade 6: 203 ELA; 208 Math

Students who are meeting or exceeding standards will benefit from differentiated instruction within the classroom.

Students who are newly designated to receive intervention services are put on a progress monitoring schedule. Students who are designated to continue receiving intervention services remain on their scheduled track. Students who are also 'on the bubble' for receiving intervention services are also monitored at the teacher's request. Students are progress monitored every four weeks with the DIBELS or CBM program, and the results of the progress monitoring is shared with grade level teachers, curriculum coordinator, and administrator at monthly data day meetings. At this meeting, the teachers, intervention specialist, para-pro, curriculum coordinator, and administrator discuss the student's progress and determine what intervention changes, if any, need to be made. This can include dismissal from the intervention program, change in the intervention strategy, or additional intervention--either time or programming.

In regards to Science and Social Studies, students are identified as needing assistance through observation, curriculum based measures, formative assessment, and summative assessments. Remedies, administered by the general education teacher, include small group instruction, vocabulary practice/building, re-teaching, alternative measures of assessment, differentiated instruction (tic-tac-toe boards, learning menus, etc.), and additional time on content. The frequency by which these are implemented is to be determined by the instructional consultation team.

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

Starting in the fall of 2013, CCA opened a Latch Key program which provides tuition based tutoring and after school care for interested families. Additionally in the summer of 2014, CCA sponsored a summer learning academy for students in grades K-2 who were identified as being high risk for above normal summer learning loss.

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?

A survey concerning the feasibility of a Latch Key program was conducted in the spring of 2013. Based on that response, plans were put into place to provide that service for parents beginning the fall of 2013. Over the course of the summer, parents were notified that the latch key program would be available through a mass mailing to all families. The latch key program has continued to be advertised via open enrollment information, flyers in enrollment packets, and included on all advertising done by the school.

The summer learning academy was promoted by having eligible student families notified via phone and letter, as well as having a required parent night outlining the academy's goals.

Label	Question	Value
	What is the total FTE count of teachers in your school?	28.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	5.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	11.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	10.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

**What impact might this data have on student achievement?**

Crossroads Charter Academy has a well-balanced staff in terms of teacher experience. This allows for opportunities for new and fresh ideas, while having stability and experience in the teaching field. Over the past years, our first grade has seen regular turn-over, which may affect student achievement as consistency becomes difficult.

<b>Label</b>	<b>Question</b>	<b>Value</b>
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	87.0

<b>Label</b>	<b>Question</b>	<b>Value</b>
	Indicate the total number of days for teacher absences due to illness.	209.5

**What impact might this data have on student achievement?**

While the overall numbers are quite high for a staff of 27, the absences were spread equally over each grade level. Crossroads Charter Academy recognizes that high teacher absences has a direct impact on student achievement, and makes every effort to minimize the number of absences for professional development, while making sure teachers have the training necessary to implement curriculum and teaching strategies effectively.

In regards to personal days, the 2013-2014 saw three maternity leaves which equates to a higher number of absences than what is typical in a school year. Furthermore, CCA in it's HR policy does not distinguish between personal days due to illness and personal days used for other reasons. Therefore, it is possible that the number listed in the absences due to illness category would be considerably lower.

## Perception Data - Students

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

In a survey administered in the spring of 2014, areas of relative strength were found to be:

- \*Purpose and Direction/teachers want students to learn
- \*Books to read
- \*Teaching and Assessing for Learning

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

No areas showed a positive trend; most areas were similar to the previous years' results.

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

In a survey administered in the spring of 2013, areas which received low scores were:

- \*Governance & Leadership (6th grade)
- \*Specific Question of "My family likes to come to my school" (K-2)
- \*Resources and Support Systems (3-5)

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

There were no consistent trends evident in the survey results.

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

Factors that may have played into student responses on the survey are:

- \*Construction of the questions on the survey

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

Crossroads Charter Academy should look into providing a training or place more emphasis on welcoming families into school.

**School Improvement Plan**

Crossroads Charter Academy (PK-6)

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## **Perception Data – Parents/Guardians**

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

In a survey conducted in the Spring of 2014, the following area was viewed as satisfactory:

- \*Teaching and Assessing for Learning
- \*Using Results for Continuous Improvement

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

No trends were evident in the survey results.

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

The following categories had the lowest overall score:

- \*Governance & Leadership

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

No trends were visible in the survey results; however, the same section repeatedly scores the lowest on survey results.

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

Possible causes for the patterns seen in parent/guardian perception data:

- \*Different survey format
- \*Construction of the questions
- \*Lack of comparison group
- \*Lack of designated adult advocate
- \*Lack of communication from school to parents as to how survey results are used

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

Crossroads Charter Academy added a Dean of Students position in the Fall of 2013 and the duties of this position will be re-assigned to other staff members beginning in the fall of 2014.

**School Improvement Plan**

Crossroads Charter Academy (PK-6)

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## **Perception Data – Teachers/Staff**

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

The following were indicated as strengths amongst teachers and staff:

- \*Resources and Support Systems (82%)
- \*Purpose and Direction (78%)
- \*Using Results for Continuous Improvement (77%)

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

No significant trends were noticed in survey results.

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

The following areas received the lowest overall satisfaction rate:

- Governance and Leadership (75%)
- Teaching and Assessing for Learning (73%)

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

No significant trends were noticed in the survey results.

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

Generally, it appears that the staff sees the culture and environment very similarly and are comfortable and happy with Crossroads Charter Academy.

## 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

**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 grade level school improvement teams at the building level. As the teams work on developing a goal and creating strategies to achieve that goal and increase student achievement, the teams are also researching, finding and/or developing assessments to use to monitor student progress and success towards that goal. Since the Instructional Leadership Team consists of a cross-section of grade level and content area teachers, it insures that the curriculum, instruction, and assessment decisions made and or designed are appropriate and scaffolded for all grade levels K-6.

Crossroads Charter Academy (CCA) curriculum, assessment, and instruction is tightly aligned to state standards. In order to accomplish this task, in addition to the School Improvement Model developed, the school has also developed a Professional Learning Community (PLC) model that allows for all grade level teachers to have common planning time every day. Once a week during this common planning time, the grade level teachers meet with the curriculum coordinator to discuss student achievement, curriculum, assessment and instruction.

Through the PLC model, the grade level teachers are able to regularly look at student data from assessments with the curriculum coordinator, administration, and the intervention team. This data includes MEAP, MAP, common assessments, ISD-wide assessments, classroom assessments, and monthly DIBELS/Curriculum Based Measures Assessments. Student results are discussed, and adjustments (as appropriate and delineated more fully in the Schoolwide Reform Model), in curriculum are made accordingly.

Most curricular, instruction, and assessment decisions must be approved by Crossroads Charter Academy's Board of Directors. This process consists of a team (teachers, curriculum coordinator, administrator) bringing the suggested curriculum, instructional model, and/or assessment practice to the Board of Director's Education Committee for approval. This committee consists of board members, parent representatives, teachers, administration, and the superintendent. This committee provides input, and recommends changes, or recommends that the practice go to the full board for approval.

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

Crossroads Charter Academy spent the 2011-2012 school year reviewing the Common Core State Standards and discussing what changes would need to be made in order to implement them in the 2013-2014 school year, with the math standards and practices being implemented throughout the year. Evidence indicating the extent to which they are implemented will be gathered through classroom observations, PLC and staff meetings, as well as student performance on CCSS-aligned assessments such as the NWEA MAP test.



# **School Additional Requirements Diagnostic**

## **Introduction**

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

### School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	Grades K-6 take the NWEA Measures of Academic Progress Assessment in the Fall, Winter, and Spring in the subjects of Reading, Math, and Language Usage. Grades 3-6 take the state mandated test as determined by the State Board of Education and Legislature.	

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	<a href="http://www.ccabr.org">www.ccabr.org</a>	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Crossroads Charter Academy PK-6 building does not house 8th grade students.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not applicable	

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		

## School Improvement Plan

Crossroads Charter Academy (PK-6)

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	Mr.Christopher White, Interim Superintendent & Elementary Principal 215 N. State St. Big Rapids, MI 49307 231-796-9041	

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		Elementary Parent Involvement

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

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

# **Health and Safety (HSAT) Diagnostic**

## **Introduction**

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

## Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 1</b>	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 2</b>	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 3</b>	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 4</b>	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 5</b>	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	No action taken	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 6</b>	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 7</b>	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 8</b>	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 9</b>	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 10</b>	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 11</b>	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 12</b>	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 13</b>	Our school offers the following amount of total weekly minutes of physical education throughout the year.	60-90 minutes at elementary level, 106-135 minutes at middle/high level	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 14</b>	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Reviewed policy, but not yet adopted	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 15</b>	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

## School Improvement Plan

Crossroads Charter Academy (PK-6)

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 16</b>	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 17</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 18</b>	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 19</b>	Our school has a health services provider or school nurse accessible to students.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 20</b>	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 21</b>	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 22</b>	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Reviewed policy, but not yet adopted	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 23</b>	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

## School Improvement Plan

Crossroads Charter Academy (PK-6)

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 24</b>	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 25</b>	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 26</b>	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 27</b>	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 28</b>	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 29</b>	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	Yes	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 30</b>	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 31</b>	Our school has a parent education program.	No	N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 32</b>	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Question 33</b>	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment conducted?**

The comprehensive needs assessment was truly a collaborative effort by all teachers (committees & survey) support staff (survey), parents (committees & survey), students (survey), and the Board of Directors (evaluation/approval). The process was led by the members of the Instructional Leadership Team. This team consists of eight members of the teaching staff. The members represent a variety of grade levels, the Intervention Lead Teacher, Curriculum Coordinator, principal of the elementary building, and the school superintendent.

Each member of this team had specific roles to play in the gathering of data and completion of the comprehensive needs assessment. The ILT team was responsible for leading their school improvement teams (grade level) through the process of the AdvanEd-NCA Self-Assessment document. Through this process, the school was able to compile ALL teaching staff's insights and opinions on the processes and practices at Crossroads Charter Academy that directly affect student achievement. Both strengths and weaknesses were gathered and compiled to be incorporated into the completion of the School Data Profile and Analysis, as well as the School Improvement Plan (development of goals and strategies) and the Schoolwide Components. It was the team leader's responsibility to report back to the ILT team the results of their meetings.

Much of the data compiled within the School Data Profile and Analysis was spear-headed by two members of the ILT. They were responsible for making contact with various secretaries across the district to get information that pertained to specific demographics, as well as the demographics that are required to be reported on by the state. Throughout conversations with the entire SISSC, it became apparent that due to the charter school status, that there would be some atypical data that would need to be collected that would be beneficial in the analysis and goal development process. Specifically, the school desired to take a look at the distance that students traveled to attend CCA, and how that affected their achievement.

The 2012-2013 school year saw a change in the administration of the parent, student, and staff surveys. Rather than creating and administering our own, CCA opted to use the surveys provided by NCA in anticipation of their upcoming site visit. The results of all the surveys were then incorporated into the SDPA. These survey's were again used in the 2013-2014 school year.

Four members of the ILT also served as liasons to the parent involvement committee. They were responsible for bringing information to the parent involvement committee for review and recommendations, and bringing those recommendations back to the full ILT to incorporate into the schoolwide plan.

The Curriculum Director and principal were responsible for taking all of the information gathered through the completion of the SDPA, goals management, and the completion of the NCA SA, and compiling it into the Advanc-Ed system for official reporting. They were also responsible for facilitating all the processes that led up to the compilation efforts--providing time for subject area teams to meet, explaining the requirements, and providing administrative level support for activities that were not applicable at the teacher level.

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Crossroads Charter Academy (PK-6)

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Committee, as well as to the parents in attendance at a parent involvement meeting. The comments and recommendations made by the parents in attendance at the parent involvement meetings were an integral part in the completion of the goals, strategies, and timely additional assistance components of the schoolwide plan. A written summary of the results was also included in the weekly newsletter in order to allow parents and community stakeholders to receive and comment on the information discovered through the data gathering and analysis process. Those comments and recommendations were also utilized in the completion of the schoolwide plan.

### **2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

The following is a summary of the various components of the comprehensive needs assessment:

Perception Data:

The area of strength as identified through the parent survey were:

- \*Teaching and assessing for learning
- \*Resources and Support Systems

The area of weakness was governance and leadership.

By examining the results of the teacher/staff survey, it was determined that the area of strength was

- \*Resources and Support Systems (82%)
- \*Purpose and Direction (78%)
- \*Using Results for Continuous Improvement (77%)

The area of weakness was:

The following areas received the lowest overall satisfaction rate:

- Governance and Leadership (75%)
- Teaching and Assessing for Learning (73%)

Through surveying our student body, the school was able to discover that some areas of strength include:

- \*Purpose and Direction/teachers want students to learn
- \*Books to read
- \*Teaching and Assessing for Learning

The areas of weakness:

- \*Governance & Leadership (6th grade)
- \*Specific Question of "My family likes to come to my school" (K-2)
- \*Resources and Support Systems (3-5)

These results were tabulated and analyzed by the full SISSC, and incorporated directly into the goal setting process.

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### School Programs/Process:

The ILT, along with the entire teaching and support staff have been assigned to conduct research regarding the most efficacious strategies for addressing the specific concerns identified by our gap analysis of MAP & MEAP results. The ILT is responsible for presenting a set of sound, research-based strategies and activities that can be included into the School Improvement Plan and implemented across the school. To analyze the systems and processes used by our school, the teachers, through their grade level teams conduct the NCA/SA collaboratively, collecting information throughout the school year. The summary of the results of the NCAISA report show overall strong rankings, with 100% of the indicators being rated as Operational or Highly Functional.

### Demographic:

Through analysis of the two subgroups in which we have a statistically significant population to report, we found that our economically disadvantaged students are not performing at the same proficiency level as our non-disadvantaged students. While this percentage gap is greater, we are currently studying whether the increase of the gap is directly caused by the increase in the number of students in the economically disadvantaged category, or whether it is a curricular issue. Regardless of the root of the gap, Crossroads Charter Academy is researching ways to meet the needs of the economically disadvantaged population through after school programming, targeted interventions, and access to free summer enrichment programs.

Math: Crossroads Charter Academy performed below the state target level in math the last few years. Curricular and intervention changes have been made to address this low performing subject area, with emphasis on manipulatives, Common Core State Standards, and Mathematical practices. It is our hope to see increased scores on the upcoming state assessments, as our local assessments have show large student growth with the implementation of these strategies. However, math performance on the NWEA MAP test has shown the greatest gains in student growth, so we are optimistic that some of the changes put into place will lead to improved proficiency on the state level test.

ELA: Crossroads Charter Academy continues to struggle in writing, suffering from a lack of a cohesive writing curriculum. Crossroads Charter Academy has a cohesive vocabulary that it uses; however, the implementation of that vocabulary varies from classroom to classroom. Crossroads Charter Academy implemented the Oakland MAISA units in the Fall of 2013 as well as vertically aligned it's phonics and literature program over the course of the school year in an effort to put ELA scores back on the rise. During the course of the 2013 school year, the ILT and teaching staff determined that a change in curriculum was needed, and chose to adopt new curriculum to be split K-3 and 4-6.

### **3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

The school goals are directly connected to the priority needs and the needs assessment. Through our data and perception analysis we found that the two academic areas of most concern are mathematics and writing. However, we are also noticing a plateau in our reading student achievement, and therefore have included that as a goal as well. Science and social studies are the root of our focus school

## School Improvement Plan

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identification, so goals and strategies have been included as a result of working with our state designated facilitator. Through student, parent, and teacher surveys, we have also found that guiding students to be an integral part of the society we inhabit is important to our stakeholders. The goals were established based on the analysis of multiple data points including state and local assessments.

#### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Crossroads Charter Academy's goal is that all students will make at least one year of growth. This type of growth allows teachers to focus on each student individually, rather than an average aggregate of student performance. By focusing on growth, we target both disadvantaged and gifted students and adapt our curriculum to enable all students to reach this goal.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

#### Reading:

- \*Improving Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long-lasting results.
- \*Timely and Additional Assistance: Crossroads Charter Academy will employ an RTI model to provide for timely and additional assistance to students who need it.
- \*EBL: Crossroads Charter Academy will, over the course of 3-4 years, train teachers in Evidence Based Literacy Instruction

#### Writing:

- \*Improved Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long lasting results.
- \*MAISA Writing Units: Vertically aligned writing curriculum

#### Math:

- \*Improved Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long lasting results.
- \*Math Strategies: Teachers will incorporate the direct instruction method of strategy teaching in mathematics.
- \*Bridges Math Curriculum: Fully implemented consistent math curriculum K-5
- \*Math Curriculum: Fully aligned consistent math curriculum 6-8

#### Science:

- \*Inquiry Based Instruction: Crossroads Charter Academy will employ and inquiry based instructional model in science
- \*Increased Instructional Time: Crossroads Charter Academy will adopt a year and daily schedule that allows for increased instructional time in science and social studies.

#### Social Studies:

- \*Incorporation of Technology: Crossroads Charter Academy will incorporate technology into Social Studies instruction
- \*Improved Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long lasting results.
- \*Increased Instructional Time: Crossroads Charter Academy will adopt a year and daily schedule that allows for increased instructional time in science and social studies.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Timely and Additional Assistance and Improved instructional practice, when targeted towards students who are having difficulty meeting the academic standards will allow for the achievement gap to be closed in a faster time line. Consequently, this will also allow for classroom

## School Improvement Plan

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teachers to provide more opportunities for an enriched and accelerated curriculum.

### 3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The findings of the comprehensive needs assessment found that Crossroads Charter Academy has a number of areas in which to work with to increase student achievement. All reform strategies have been selected to align with the findings of the comprehensive needs assessment.

Specifically,

Reading:

\*Improving Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long-lasting results. (stagnated reading scores)

\*Timely and Additional Assistance: Crossroads Charter Academy will employ an RTI model to provide for timely and additional assistance to students who need it. (perception/PLC frustration with consistency of implementation of interventions)

\*EBLI: Crossroads Charter Academy will, over the course of 3-4 years, train teachers in Evidence Based Literacy Instruction (stagnated reading scores)

Writing:

\*Improved Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long lasting results. (poor reading scores)

\*MAISA Writing Units: Vertically aligned writing curriculum (poor reading scores, frustration with lack of consistent program K-6)

Math:

\*Improved Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long lasting results. (poor math scores)

\*Math Strategies: Teachers will incorporate the direct instruction method of strategy teaching in mathematics. (poor math scores)

\*Bridges Math Curriculum: Fully implemented consistent math curriculum K-5 (poor math scores)

\*Math Curriculum: Fully aligned consistent math curriculum 6-8 (poor math scores)

Science:

\*Inquiry Based Instruction: Crossroads Charter Academy will employ an inquiry based instructional model in science

\*Increased Instructional Time: Crossroads Charter Academy will adopt a year and daily schedule that allows for increased instructional time in science and social studies. (Focus school designation: root cause drill)

Social Studies:

\*Incorporation of Technology: Crossroads Charter Academy will incorporate technology into Social Studies instruction

\*Improved Instructional Practice: Teachers and Administration will focus on utilizing instructional methodology that is research proven to have immediate and long lasting results.

\*Increased Instructional Time: Crossroads Charter Academy will adopt a year and daily schedule that allows for increased instructional time

in science and social studies. (Focus school designation: root cause drill)

#### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Crossroads Charter Academy strives to develop students' lives to positively impact the world through academic excellence and high moral character. The Comprehensive Needs Assessment indicated that student performance did not vary significantly between subgroups, but that certain concepts or strands showed weaker performance than others. Furthermore, students receiving additional interventions tended to show more growth than students who did not. It was determined that there exists a need to provide more opportunities for students to receive timely additional assistance both within and outside of the home classroom. Crossroads Charter Academy uses a schoolwide reform model employing Response to Intervention (RtI). On a weekly basis, the Academy utilizes an instructional consultation team of schoolbased professionals who are trained in assessment and research-based practices in order to provide support to classroom teachers in applying best practices in instruction and assessment to implement timely interventions within the classroom by implementing a "stage-based process" (Rosenfield, Silva and Gravois, 2008. "Bringing Instructional Consultation to Scale: Research and Development of IC and IC Teams") by which to initiate interventions to students. The purpose of this approach is to improve instructional practice to enhance, improve, and increase student performance and close the achievement gaps of at-risk students, specifically, the achievement gaps of low-income students. These students comprise over 60% of the student population. The Michigan Department of Education advocates the use of a multi-tiered early intervention approach with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSI). IDEA 2004 also encourages RtI to provide early intervention, identify students with disabilities earlier, and reduce over-identification of special education referrals. Crossroads uses RtI to provide daily intervention struggling students with increasingly intense levels of instructional interventions, making instructional decisions based on objective data, shared responsibility and collaboration among stakeholders, and increased accountability for student learning. Research supporting RtI and its components including universal screening, tiered delivery system, and progress monitoring is available through the National Center for Research on Learning Disabilities. All students operate within the general curriculum of Crossroads Charter Academy in order to help ALL students reach the state's standards. On a daily basis, the classroom teacher utilizes differentiated instructional strategies such as mini-lessons, choice boards, tic-tac-toe boards, literacy stations, and others, to allow for "emotional safety, appropriate challenge and self-constructed meaning" (Tomlinson, et. al., 1998, "Teach Me, Teach My Brain: A Call for Differentiated Classrooms"), based upon the students' instructional level determined by assessment data. Assessment measurements utilized in gathering student Literacy Skills (DIBELS), Michigan Education Assessment Program (MEAP), and pre-designed district curriculum assessments. If students are found meeting or exceeding the benchmarks as determined by these universal screeners, the students will continue to benefit from the differentiated classroom instruction, including acceleration and curricular enrichment for higher-achieving students. Again, this coincides with Tomlinson et. al's (1998) call for "appropriate challenge". ("Teach Me, Teach My Brain: A Call for Differentiated Classrooms") Conversely, if the students do not meet the benchmark, the instructional consultation team will work together with the classroom teacher to "identify and define concerns, complete instructional assessments, and prioritize the concerns from a consultee-centered basis" (Knotek and Sandoval, 2002, Consultee- Centered Consultation). After the problem is identified, the consultation team and teacher determine the intervention strategy, in addition to the regular curriculum, to be implemented, when the intervention will occur during the school day, and the duration of the intervention. Typical interventions are administered by the classroom teacher or para-professionals as appropriate for the intervention--daily, semi-weekly, for a duration of 6-8 weeks. Initial interventions are implemented, beginning within 1 week of the identified need, for 6-8 weeks in the general classroom by the general teacher. Data on the intervention is collected, recorded, and reviewed by the consultation team and teacher through progress monitoring assessments bi-weekly. Stecker and Fuchs (2000, Effecting Superior Achievement Using Curriculum-Based Measurement: The Importance of Individual Progress Monitoring) as well as Stecker and Lembke and Foegen (2008, using Progress Monitoring Data to Improve Instructional

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Decision-Making) conclude that students whose teachers collect, record, and review data frequently to guide instructional decisions, outperform students whose teachers do not. Students meeting the benchmark for at least 2 consecutive data points are considered to have successfully responded to the intervention and no longer in need. At the end of the 6-8 week period, students who are making significant progress toward the benchmark but who have not yet reached it for 2 consecutive data points continue to receive the intervention. Students who have not made significant progress receive a different intervention for 6-8 weeks and progress monitored bi-weekly. This intervention is administered by the classroom teacher, intervention teacher, and/or intervention specialist (para-professional) either in the general classroom or the Academic Center depending on student need. Students who do not make significant progress following this intervention period are given another intervention with increased intensity by an intervention specialist in the Academic Center. Following this intervention, students who do not make significant progress or meet the benchmark are referred for Special Education services.

This instructional consultation team model provides a data-driven process for academic intervention services for students and teacher professional development, in accordance with Knoff and Batsche's (1995, Project Achieve: Analyzing a School Reform Process for At-Risk and Underachieving Students) emphasis on the need for ongoing professional learning for staff in instruction, assessment, and collaborative problem-solving. This model also maximizes resources through coordinated, goal-driven service delivery for students and teachers (Rosenfield and Gravois, 1996. Instructional Consultation Teams: Collaborating for Change)

### **5. Describe how the school determines if these needs of students are being met.**

Data on the intervention is collected, recorded, and reviewed by the consultation team and teacher through progress monitoring assessments bi-weekly. Stecker and Fuchs (2000, Effecting Superior Achievement Using Curriculum-Based Measurement: The Importance of Individual Progress Monitoring) as well as Stecker and Lembke and Foegen (2008, using Progress Monitoring Data to Improve Instructional Decision-Making) conclude that students whose teachers collect, record, and review data frequently to guide instructional decisions, outperform students whose teachers do not. Students meeting the benchmark for at least 2 consecutive data points are considered to have successfully responded to the intervention and no longer in need. At the end of the 6-8 week period, students who are making significant progress toward the benchmark but who have not yet reached it for 2 consecutive data points continue to receive the intervention. Students who have not made significant progress receive a different intervention for 6-8 weeks and progress monitored bi-weekly. This intervention is administered by the classroom teacher, intervention teacher, and/or intervention specialist (para-professional) either in the general classroom or the Academic Center depending on student need. Students who do not make significant progress following this intervention period are given another intervention with increased intensity by an intervention specialist in the Academic Center. Following this intervention, students who do not make significant progress or meet the benchmark are referred for Special Education services.

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meeting the NCLB requirements for highly qualified status.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

### **1. What is the school's teacher turnover rate for this school year?**

The elementary school began the 2013-2014 school year with a teaching staff of 27. During the school year, we had one teacher leave and be replaced, ending the school year with a teaching staff of 27. At the end of the school year, 2 teachers submitted their resignation and it has yet to be determined if both positions will be replaced.

### **2. What is the experience level of key teaching and learning personnel?**

<5: 22%  
5-9: 37%  
10-14: 30%  
15 or more: 7%

### **3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.**

The Crossroads Charter Academy Board of Directors, in collaboration with its management company, works to provide a non-unionized salary and benefits package to all employees.

Some specific initiatives implemented to attract and retain high-quality teachers for a high-needs school include the following:

- \*no or low cost health insurance
- \*teachers are granted a high level of autonomy in regards to their instructional practice
- \*teachers are given opportunity to pursue leadership roles within and around the school community
- \*teachers are provided free opportunities for professional development and improvement
- \*access to a lending library of teacher resources free of charge
- \*use of a personal computer while employed at the district
- \*use of technology free of charge

### **4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The Crossroads Charter Academy Board of Directors, in collaboration with its management company, works to provide a non-unionized salary and benefits package to all employees.

Some specific initiatives implemented to attract and retain high-quality teachers for a high-needs school include the following:

- \*no or low cost health insurance
- \*teachers are granted a high level of autonomy in regards to their instructional practice
- \*teachers are given opportunity to pursue leadership roles within and around the school community
- \*teachers are provided free opportunities for professional development and improvement

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\*access to a lending library of teacher resources free of charge

\*use of a personal computer while employed at the district

\*use of technology free of charge

### **5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

While Crossroads has a significant turnover rate, no specific initiatives have been implemented to attempt to lower the turnover rate. In many instances, the reasons teachers are leave the school/district are reasons beyond the school/district's control (i.e. spouse, children, relocation, etc.).

## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

All professional development that teachers and staff have received is aligned to the school improvement plan and was offered based on the results of the comprehensive needs assessment. Specifically, school staff will receive training in Higher Order Thinking and Questioning in the Classroom, training specific to new curriculum being implemented (Wonders, Comprehension Clubs, Bridges). Additional staff will be trained in EBLI, and staff will be encouraged to attend professional development offerings provided by our chartering university, Grand Valley State.

### 2. Describe how this professional learning is "sustained and ongoing."

The last two academic years, the district has been focused on raising math achievement. This included 3 days of work with Dr. David Coffey, mathematics instructor at Grand Valley State University. He led the teachers through training on the increased use of manipulatives in mathematics instruction as well as training the teachers in the mathematical practices required by the Common Core State Standards. This was followed by a continuing institute the next winter, and consequently led to the purchase of a new mathematics curriculum that naturally incorporated many of the methods Dr. Coffey had presented. This implementation was accompanied with specific program professional cycle, which led to 5 years of consistent professional development around mathematics instruction.

Literacy is also of utmost importance at Crossroads Charter Academy. For the last two years, groups of teachers have been involved in GVSU's literacy network and have been trained in different approaches to address reading deficiencies in students. Last fall, CCA will partnered with GVSU in having a total of 7 instructional staff trained in Evidenced Based Literacy Instruction, and will continue that initiative with 6 additional teachers being trained.

This coming school year, CCA will continue to utilize resources at the local ISD to continue refining the instruction around the Oakland ISD MAISA writing units K-6, with some teachers being trained to be facilitators for future state-wide training on the MAISA curriculum. Continuous support as we continue to implement this new curriculum will be paramount in the success of the program.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		14-15 Professional Development

## **Component 6: Strategies to Increase Parental Involvement**

### **1. Describe how parents are (will be) involved in the design of the schoolwide plan.**

CCA's Parent Involvement Committee (PIC) advises school staff and administrators in policy and plan decision-making. Members are also going to be asked to be a member of the school's improvement team. These members will give feedback to each content area and participate in the decision making process in the creation of strategies and activities for the schoolwide school improvement plan.

The Parent Involvement Committee meets 4 times a year; the meetings are held in concurrence with the quarterly breaks of the school year, with one meeting occurring during the summer before school begins. Sign in sheets are utilized at each meeting and stored with the hard copy of the schoolwide plan in the building offices. The PIC has 5-8 parents who are designated as Committee Members and are asked to pledge membership for one to three years with the length of commitment is determined by the parent. However, any parent that would like to be involved is able to attend and participate in the meetings

### **2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.**

Parents are involved in the implementation of the plan in a variety of ways. Using Joyce Epstein's model of parental involvement, Crossroads parents assist in the implementation of this plan through parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Additionally, CCA's Parent Involvement Committee (PIC) advises school staff and administrators regarding the implementation of the schoolwide reform model. Members of the PIC serves on the school improvement team. These members give feedback to each content area with suggestions and parental perspective on schoolwide reform model initiatives.

### **3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.**

The Parent Involvement Committee meets four times during the school year, in concurrence with the quarterly breaks of the school year. During these meetings, the schoolwide plan is reviewed and feedback is received. If needed, adjustments are made accordingly. At the end of each school year, CCA parents complete a parent survey regarding school improvement plan initiatives. The data is reviewed and noted so CCA staff can make adjustments based on best educational practices. Survey results are publicized in the Annual Report for the State of Michigan. The areas of strengths as identified through the parent survey were: teaching and assessing for learning and using results for continuous improvement. The areas of weaknesses as identified through the parent survey were: governance and leadership.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

### 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Crossroads Charter Academy strives to provide parental involvement activities that meet or exceed the requirements of the legislation. Specifically, the following is a descriptions of the strategies used by Crossroads Charter Academy to address each component of Section 1118:

Sec. 1118(e)(1) Crossroads Charter Academy provides assistance to parents in understanding state and local academic content standards, as well as state and local academic achievement standards. Furthermore, Crossroads provides assistance to parents in ways to monitor a child's progress and encourages parents to work with educators to improve the achievement of their children. The school presents each parent with the "Parents Guide to the Standards" and teachers have developed report cards that have put the requirements into language that is easy to understand. Formally, parents and teachers discuss student achievement, standards and these guides at parent-teacher conferences held three times a year. Some classroom teachers use student-led conferencing to encourage student personal responsibility and accountability for their learning. Specifically, CCA classroom teachers have frequent contact with parents. Classroom teachers discuss student achievement informally through classroom newsletters, email, classroom blogs, and phone calls. Since CCA does not offer bussing, parents must drop and pick-up students daily. The chance to speak to parents daily is very high as parents/guardians meet teachers at the front of the building to transfer custody of children. Having the chance for face to face contact with parents in the mornings and afternoons provides another opportunity for informal discussion of a child's progress and leads to frequent personal messaging between teachers and parents. Portions of the teaching staff have also developed exemplary blogs which can be accessed from the school's website at [www.ccabr.org](http://www.ccabr.org).

Sec. 1118(e)(2)CCA provides materials and training to help parents work with their children to improve their children's achievement. Literacy kits, called Lit Kits help parents work on literacy skills. Lit Kits are skill based activities in game type formats. Lit Kits are used primarily for students in grades K-3. The kits are checked out weekly and go between school and home weekly in personalized, bright canvas bags. Lit Kits are designed to be family-friendly with clear, easy to read directions. Each interventionist determines which skills will be targeted through the Lit Kit program based on student data which is monitored biweekly. Additionally, Crossroads Charter Academy provides recommendations of specific learning websites which are available on the school website, and within classroom teacher newsletters, classroom websites and blogs. Additionally, support staff meet informally with parents to discuss ways parents can help children at home. Crossroads Charter Academy also conducts an intervention open house each fall where parents and students are invited to tour and receive demonstrations and explanations of the various programs within the intervention program. Along the same lines, Crossroads Charter Academy hosts a variety of parent/family nights throughout the school year that target specific academic areas such as reading, science, fitness as well as social and parenting issues such as behavior, establishing routines, and discipline techniques. The 2011-2012 school year saw the beginning of Parent University, a parent education program open to the community, where families could come have a meal and listen to specialist on various topics such as academic standards, bullying, cyber-safety, health and nutrition, and others. These were well received by those who attended.

Sec. 1118(e)(3)Description of Requirement: Crossroads Charter Academy staff are given frequent opportunities to attend professional development activities concerning parental involvement, such as MASFPS conferences and workshops, Joyce Epstein training and resources, and others. Further resources, such as access to Love and Logic Curriculum, School-Home links and Ruby Payne's poverty framework are also available for teachers to use. CCA staff understands the importance of parent volunteers and we welcome parent volunteers. Crossroads Charter Academy has a number of volunteers that work with individual students in the classroom. The student, teacher, and parents all benefit--the student receives individual attention on a specific skill area, the teacher benefits because the student is more successful with focused academic skill practice and the parent benefits because they have a better understanding of academic standards. After seeing the benefits of volunteers, teachers recruit more parent volunteers.

There are many opportunities for parents to volunteer at CCA. The culture at CCA welcomes parent volunteers at activity nights such as Science Night, Fitness Night, Kindergarten Round-Up, Battle of the Books, Science Fair judging, and a yearly Talent Show Night. Parents are

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resources for lending expertise to classrooms such as videography (filming, and duplicating grade level musical productions), providing musical accompaniment on grade level musical productions, and providing sound and lighting technical assistance for school performances. CCA parents are active members of PTO, School Improvement Committees, the Board of Directors, classroom and subject area school improvement teams. The membership of parents on the school improvement teams will allow Crossroads Charter Academy to develop community based projects and activities, as well as create philanthropic opportunities. The school improvement parent involvement team meets at least three times annually--fall, winter, and spring--with options to meet more frequently if it is necessary.

Sec. 1118(e)(4)When appropriate for the age level served, the pre-school program is invited to participate at school-wide events. For example, pre-school is invited to attend author presentations assemblies, professional special musical performing groups, and school-based performing arts groups. Furthermore, the pre-school teacher makes special efforts to participate in school-wide activities such as reading buddies (pairing - up with other classrooms to have students read to each other) and participating in Science Night and Reading Month activities. A Parent Resource Center is in development to help parents access academic resources in a checkout system.

Sec. 1118(e)(5)CCA communicates with all parents. Currently, English is the primary language used by families in rural, lower, Michigan-not through exclusion- simply due to demographic location pattern. There are staff members trained in sign language and school information is provided in different formats such as paper and electronically. In addition, Crossroads Charter Academy works with Ferris State University to translate documents and/or to provide a translator if the need is warranted or requested.

(14)Crossroads Charter Academy provides reasonable support for parental involvement activities at the parent's request. CCA provides child care, snacks, and transportation when necessary. CCA keeps parents informed of initiatives through brochures, mailings, press released and conferences. CCA also encourages parents to volunteer in the classrooms and parent programs.

Sec. 1118(e)(f) Crossroads Charter Academy communicates with all parents, regardless of race, gender, physical or mental deficiencies, socio-economic status, or English proficiency. Parents of LEP students, students with disabilities, and migratory students are welcome to participate in any and all activities, including meetings, planning sessions, activities, surveys, and the like. Accommodations, if necessary, (such as a translator or translation of documents, electronic format, recorded message, etc.), are provided in order to allow parents of such students to fully participate.

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

CCA's Parent Involvement Committee (PIC) advises school staff and administrators on the parent involvement components of the schoolwide plan. The PIC meets 4 times a year; the meetings are held in concurrence with the quarterly breaks of the school year, with one meeting occurring during the summer before school begins. The PIC provides evaluative feedback. Additionally, the committee compiles the schoolwide parent survey results at the March meeting, and shares the results through a variety of media, including the school newsletter and the school website. This survey permits all parents to evaluate the degree to which they are involved in school decision-making processes. Surveys are also administered each time the school presents a parent-involvement activity allowing for immediate feedback from those in attendance.

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The results of the evaluation will be one piece of the puzzle used when determining how to move forward and improve the schoolwide program.

**8. Describe how the School-Parent Compact was developed.**

The Parent/Teacher/ Student Compact was originally developed and is reviewed annually by the Parent Involvement Committee each spring to ensure it reflects the beliefs of parents and administrators and teachers in regards to each entity's role in a student's educational experience. The compact is a living document subject to change annually.

**9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

The Compact is signed when students register for enrollment. Parents receive a copy and discuss the agreement with classroom teachers at the first parent-teacher conference in the fall. In cases where a student enrolls after the fall parent-teacher conference, the classroom teacher is responsible to review the compact at the next available conference.

**10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?**

Not applicable; Crossroads Charter Academy (PK-6) is a Pk-6 building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School Parent Compact

**11. Describe how the school provides individual student academic assessment results in a language the parents can understand.**

Crossroads Charter Academy provides assessment results and interpretation of those results in a way that is accessible to parents and other caregivers. Assessment results are discussed on an individual basis through parent teacher conferences, which are held three times a year, and coordinate with the release of local and high-stakes testing cycles. If an instance occurs where the release does not coordinate with parent teacher conferences, the district takes great care to provide a parent information letter explaining the results that are being received, as well as contact information if a parent wishes to converse about the results in greater detail.

In the instance that the communication needs to be in a language other than English, Crossroads Charter Academy works with the local university and the parent to find a way to relay those results in a language that the family is comfortable with. This may result in translation of the actual document, or the inclusion of a interpreter during conferences.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Kindergarten roundup is also held for current preschool students who will be entering kindergarten in the fall. This event traditionally occurs on the first Tuesday of the open enrollment period. Open enrollment is a required activity that must be provided to the area to allow for students to enroll at Crossroads Charter Academy for the upcoming school year. Information pertaining to the Kindergarten Round-Up is distributed to both pre-school programs mentioned above, as well as area child-care agencies. It is also publicized on local radio stations and in a local newspaper. Kindergarten Round-Up is an event where parents have an opportunity to meet each kindergarten teacher and ask questions. It also allows teachers to explain to parents the expectations of what children should walk through the door knowing. Each family receives a folder with a sheet that details what their child should know before entering kindergarten. If a family does not attend the roundup evening, they are still given the same packet with the same information when they inquire about enrolling their kindergartner. All enrolling kindergartners receive information on activities to do with children to assist the students in being prepared for kindergarten. Additionally, Crossroads provides access to an early-education workshop for caregivers in order to help them understand how to help their children achieve these expectations and skills prior to entering kindergarten.

Other transitions that occur at Crossroads Charter Academy occur in the last week of May between kindergarten and first grade and first grade and second grade. It is called a "switcheroo" day where kindergartners visit each first grade classroom for a fifteen minute period. First graders go back to kindergarten to tell their kindergarten teachers all they have learned. First graders in our building have a big transition to the second floor, so they go to each second grade teacher for fifteen minute periods to meet each one and get a very small taste for what second grade will be. Second graders come back to first grade to share all that is exciting from their year. This past year saw us expand this program for all grade levels with students going up to 'meet' their teacher and 'returning to report' to their previous grade level teacher.

Sixth graders in our building also participate in an orientation during school. Current 6th graders spend an afternoon in the middle school building meeting the teachers, receiving expectations, making course choices, and getting a feel for the building.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

Area preschools conduct two home visits of each child per school year in their programs. They also conduct parent/teacher conferences twice a year where the parents come into the school to discuss their child's growth and what will be expected of them for kindergarten. They individually provide each parent kindergarten expectations and skills that should be acquired before their child reaches kindergarten. Kindergarten roundup is also held for current preschool students who will be entering kindergarten in the fall. Kindergarten Round-Up is an event where parents have an opportunity to meet each kindergarten teacher and ask questions. It also allows teachers to explain to parents the expectations of what children should walk through the door knowing. Each family receives a folder with a sheet that details what their child should know before entering kindergarten. If a family does not attend the roundup evening, they are still given the same packet with the same information when they inquire about enrolling their kindergartner. All enrolling kindergartners receive information on activities to do with children to assist the students in being prepared for kindergarten. Additionally, Crossroads provides access to an early-education workshop for caregivers in order to help them understand how to help their children achieve these expectations and skills prior to entering kindergarten.

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## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

All teachers have input into the decisions regarding the use of school-based academic assessments. Crossroads Charter Academy (CCA) insures that its assessment selections are tightly aligned to state standards. In order to accomplish this task, the school has developed a Professional Learning Community (PLC) model (DuFour 1998) that allows for all grade level teachers to have common planning time every day. Once a week during this common planning time, the grade level teachers meet with the curriculum coordinator to discuss student assessment results, along with their alignment and validity. Through the PLC model, the grade level teachers are able to regularly look at student achievement data from assessments with the curriculum coordinator, administration, and the intervention team. This data includes MEAP, MAP, common assessments, ISD-wide assessments, classroom assessments, and monthly DIBELs/Curriculum Based Measures Assessments. Student results are discussed, compared to the curriculum and instructional model, and adjustments, either in frequency or content, are made accordingly. Building level curriculum, instruction, and Assessment decisions have their root within the subject area school improvement teams at the building level. As the teams are working on developing a goal and creating strategies to achieve that goal and increase student achievement, the teams are also researching, finding and/or developing assessments to use to monitor student progress and success towards that goal. Since the school improvement teams consist of a cross-section of grade level and content area teachers, it insures that the decisions made and or designed are appropriate and adjusted for all grade levels K-6. Using the procedures and research outlined in Rick Stiggins book, "Assessment FOR Learning" Crossroads Charter Academy teacher teams develop common grade level assessments, as well as individualized classroom assessments. Assessments are aligned with student learning goals, which are created in collaboration during teachers' Professional Learning Community time.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

All teachers are involved in student achievement data analysis to improve the academic achievement of all students. Crossroads Charter Academy (CCA) has developed a Professional Learning Community (PLC) model that allows for all grade level teachers to have common planning time every day. Once a week during this common planning time, the grade level teachers meet with the curriculum coordinator to discuss student achievement, curriculum, assessment and instruction. Through the PLC model, the grade level teachers are able to regularly look at student data from assessments with the curriculum coordinator, administration, and the intervention team. This data includes MEAP, MAP, common assessments, ISD-wide assessments, classroom assessments, and monthly DIBELs/Curriculum Based Measures Assessments. Student results are discussed, and adjustments(as appropriate and delineated more fully in the Schoolwide Reform Model), in curriculum are made accordingly.

Teachers also have log-ins and access to Skyward (the student demographic data information system), Pearson Inform (our student assessment data information system), and NWEA, (the organization that administers and analyzes the Measures of Academic Progress assessment) to examine and analyze data for their own specific use. When the MOISD switches the local student assessment warehouse, teachers will be provided with usernames and training to effectively use student data to inform their instruction. Professional development, provided either through the PLC model or by outside entities is also available for teachers to participate to become more fluent in using these data programs, as well as interpreting the information received from these programs.



## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.**

The process for providing timely additional assistance at Crossroads involves the following:

Each fall, students are given the DIBELS assessment (or curriculum based measure) to evaluate academic standing in literacy skills. All 2-6 students are given the STAR reading and STAR math assessments, and the NWEA MAP test in Math, Language Usage and Reading. Students in grades 3-6 also take the MEAP test each fall. If students are found meeting or exceeding the benchmarks as determined by these universal screeners, including scoring in the Proficient or Advanced Level of the MEAP, the students will continue to benefit from differentiated classroom instruction, including acceleration and curricular enrichment for higher-achieving students. The techniques included within teachers' differentiated instruction practices include (but are not limited to) literacy circles, tic-tac-toe boards, choice boards, mini-exceed the goals established in the school improvement plan. Based on the cut scores on assessments administered in the fall of each academic year, in addition to item analysis of all content areas of the MEAP test, students are identified as being proficient or at-risk of failing.

The universal screeners are re-administered in January and April. Students who meet or exceed standards, and are considered Proficient or Advanced on the MEAP continue their track of differentiated instruction, acceleration, or curricular extension as needed. Assistance for students who are not meeting the standards is adjusted or begun as delineated in the process above.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Initial interventions for students identified as being at risk begin within 1 week of diagnosis for 6-8 weeks in the general classroom, with bi-weekly progress monitoring administered by the classroom teachers and intervention specialists on average two to three times a week for 20-30 minutes, in a small group setting of no more than six students. In addition, these students continue to receive differentiated classroom instruction techniques. Students meeting the benchmark for at least 2 consecutive data points are considered to have successfully responded to the intervention, and the decision is made to continue or stop the intervention. At the end of the 6-8 week period, students who made significant progress toward the benchmark without attaining it continue to receive the intervention.

Students not making significant progress receive a more intense intervention for 6-8 weeks, monitored biweekly by the classroom teacher and intervention specialist, for an average of 3-5 times per week, for 20-40 minutes in a small group of no more than four students.

Students who do not make significant progress following this intervention period are given even more intense intervention by an intervention specialist in the Academic Center daily for a period of 30-60 minutes in a small group setting of no more than three students.

Following this intervention, students who do not make significant progress or meet the benchmark are referred for Special Education services. Speech, language, physical and occupational therapy, social work, and resource room services are available for those students who qualify. Itinerant services are available for students with vision/hearing impairments and autism. This list is not exhaustive as Crossroads provides all services required by federal law.

In April 2000, the NRP released its findings on reading instruction, identifying five key areas of reading instruction: phonological awareness, phonics, comprehension, vocabulary, and fluency. CCA realizes that all five areas contribute to reading success and achieving School Improvement Goals. Interventions for students scoring below benchmark scores are organized to address deficits in each of the five key

## School Improvement Plan

Crossroads Charter Academy (PK-6)

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areas identified by the NRP. Because of the strong reading foundation required in all subject areas, CCA believes targeting reading skills will improve student performance in all core subject areas--English Language Arts, Math, Science, and Social Studies. The Institute of Education Sciences of the National Center for Education Evaluation and Regional Assistance in the 2009 report for What Works Clearinghouse, *Assisting Students Struggling with Mathematics: Response to Intervention (Rti) for Elementary and Middle Schools* recommends that "Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8." In accordance with this recommendation and data from MEAP results noting need in this area, CCA provides students performing below proficient or advanced level in math with interventions in fact fluency, computation, and number sense as well as with literacy support, particularly in the area of math vocabulary. Interventions include and align with activities listed in the Goals and Strategies section of the SIP for math and science.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Crossroads Charter Academy expects all teachers to employ differentiated instruction in the classroom as part of their instructional core. This may take on a variety of forms such as small group workshop, differentiated assignments, differentiated assessments, and various instructional techniques such as tic-tac-toe boards, leveling of assignments, etc.

This should allow for all student, whether low-performing or high achieving to reach the goals set forth in our school improvement plan.

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

Federal, state, and general funds are coordinated within the Crossroads Charter Academy budget. Furthermore, expenditures are coordinated and integrated within the schoolwide school improvement plan to best serve the needs of the students as identified in the Comprehensive Needs Assessment. The curriculum coordinator and finance director prioritize the needs identified within the comprehensive needs assessment.

Specific expenditures, and the coordination of funds, as allowed, are itemized in the district's budget, and where applicable, the schoolwide school improvement plan. Expenditures such as professional development, staffing, resources, and extended time opportunities are directly tied to the completion of our school improvement and schoolwide plan goals.

The following is a list of the federal and state funding that Crossroads Charter Academy receives in order to support and achieve schoolwide goals:

- \*General Funds (foundation grant) fund all goals, interventions, reform model
- \*Title I Part A funds staffing and interventions for all goals
- \*Title II Part A funds professional learning support for all goals
- \*Section 31a funds extended time, staffing
- \*Great Start Readiness Program (funnel through to the ISD) funds early childhood

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

Component #1: General Funds and Title I Part A funds the substitute costs for the SISSC to work to complete the Comprehensive Needs Assessment.

Component #2: General, Title I Part A, Title II Part A, Special Education, and Great Start Readiness Program funds are used to implement, sustain, and evaluate the Schoolwide Reform Model.

Component #3: General and Title I Part A funds provide the salaries for highly qualified staff and instructional paraprofessionals.

Component #4: General and Title I Part A provide funds to attract high quality and highly qualified teachers

Component #5: General, Title I Part A, and Title II Part A provide funds for high quality and ongoing Professional Development that assists teachers in meeting the goals of the Schoolwide title fund.

Component #6: General and Title I Part A funds are used to fund parent involvement strategies and activities.

Component #7: General funds and Great Start Readiness funds strategies to enhance preschool and other transitions.

Component #8: General funds support teacher participation in assessment and student achievement decisions.

Component #9: General, Title I Part A, Title II Part A funds the schoolwide reform model which provides timely and additional assistance.

Component #10: Funds are coordinated and integrated for each component as listed above.

## School Improvement Plan

Crossroads Charter Academy (PK-6)

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### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Crossroads Charter Academy receives GSRP money, which is funnelled through to the local ISD which coordinates and oversees the preschool program, including curriculum and staffing. Crossroads Charter Academy rents a room to the ISD to house the program, and is responsible for maintenance of the space, including any costs to keep the room up to licensing standards.

Crossroads Charter Academy also receives funding through the Universal Breakfast Program to provide a breakfast free of charge to all students. Crossroads Charter Academy coordinates these funds with funds received through the Fuel Up to Play 60 grant to enhance the nutritional value of the foods being served through this program.

Crossroads Charter Academy also receives funds through the National Hot Lunch Program. The business manager and Food Service Coordinator work to coordinate general funds and funds received through this program to provide nutritionally sound meals as required through the stipulations of the program.

Crossroads Charter Academy receives no other federal or state funds as listed above.

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

Crossroads constructs the goals for its SIP on the basis of its analysis of relevant data, with MEAP results receiving primary emphasis and MAP and other assessments receiving secondary emphasis, including information gleaned through classroom observations and walk throughs by the administration. This analysis includes item and gap analyses, as well as review of the Comprehensive Needs Assessment. After establishing strategies on the basis of these goals, staff and administration attend to subsequent assessment data during monthly staff meetings to monitor the efficacy of the strategies implemented.

Formal evaluation of the School improvement plan begins in January of the current academic year. Staff, in the context of the school improvement team framework, conduct analyses using assessment, survey, and observational data, along with reflection and dialogue to build a consensus around the efficacy of individual strategies. Strategies are continued, modified, or discontinued on the basis of this consensus. Parents, within the context of the Parental Involvement Committee also review the school improvement plan, make recommendations in regards to the implementation and improvement of the strategies and activities during their meetings held throughout the school year. Records, in the form of minutes and notes are kept for all of these meetings.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

Crossroads Charter Academy does careful student, grade level, subgroup, and item analysis of the state's annual assessment, local classroom assessments, DIBELs, TenMarks, STAR, and MAP. This analysis directly affects the strategies of focus to improve student achievement.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

Crossroads utilizes a modified version of the Response to Intervention process. At the beginning of the year, students are classified into three groups depending on whether the evidence indicates that they require little, some, or substantial interventions above and beyond general classroom instruction. Students who have been identified as requiring additional services are eligible for Title I services, and an individualized course of action is constructed for each of these students. These students are monitored every two to three weeks to determine their progress toward meeting grade level standards, and their educational plan is continued or modified on the basis of their progress.

The school recently conducted a study of the impact of intervention services on student achievement on the Measures of Academic Progress (MAP) test. The study confirmed that over the last two years, students who have been targeted by intervention programs grew more than their peers in both Language Arts and Mathematics. Also, we found that specifically targeting students who were failing to meet their growth targets increased the percentage of students meeting their growth targets.

#### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Crossroads constructs the goals for its SIP on the basis of its analysis of relevant data, with MAP results receiving primary emphasis and MEAP and other assessments receiving secondary emphasis. This analysis includes item and gap analyses, as well as analysis of feedback of the fidelity of implementation from teacher reflection, feedback, and dialogue and administrative data gathered through observations and walkthroughs. After establishing strategies on the basis of these goals, staff and administration attend to subsequent assessment data to monitor the efficacy of the strategies implemented. There exists no formal criteria for evaluating the degree to which a particular strategy facilitated the attainment of SIP goals; however, reflection and dialogue contribute toward the building of a consensus around the efficacy of individual strategies. Strategies are continued, modified, or discontinued on the basis of this consensus. Based on the results of this analysis, the plan will be revised to insure continuous improvements for all students.

# **2014-2015 Elementary School Improvement Plan**

## Overview

### Plan Name

2014-2015 Elementary School Improvement Plan

### 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	All students will achieve at least one year of academic growth in Reading after one full year of attendance.	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$172000
2	All students will achieve at least one year of academic growth in Math after one full year of attendance.	Objectives: 3 Strategies: 3 Activities: 7	Academic	\$29000
3	All students will achieve at least one year of academic growth in Writing after one full year of attendance.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0
4	All students will improve in Science	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$2400
5	All students will improve in Social Studies	Objectives: 3 Strategies: 2 Activities: 4	Academic	\$4900

## Goal 1: All students will achieve at least one year of academic growth in Reading after one full year of attendance.

### Measurable Objective 1:

100% of All Students will demonstrate a behavior meeting their Spring Growth Target in Reading by 06/30/2016 as measured by performance on the Spring NWEA MAP assessment..

### (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:

Instructional Rounds, Higher Order Thinking Skills, Higher Level Questioning, Guided Reading, and new curriculum

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](http://www.marzanoresearch.com) on May 10, 2013.

[www.scholastic.com/guided-reading](http://www.scholastic.com/guided-reading) : Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

Tier:

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

## School Improvement Plan

Crossroads Charter Academy (PK-6)

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			09/03/2013	06/30/2016	\$0	No Funding Required	Curriculum Director
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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of various intervention strategies through formative assessment and regular student data evaluation	Academic Support Program			09/03/2013	06/30/2016	\$0	No Funding Required	Title I intervention Specialist, Curriculum Director, principals, superintendent

Activity - Professional Development on Questioning and Higher Order Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders at Crossroads Charter Academy will receive professional development on implementing higher order thinking and higher level questioning protocols into their instructional repertoire.	Professional Learning			08/11/2014	06/30/2015	\$0	General Fund	Administration, Teacher leaders

Activity - New Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase and implement the Wonders curriculum K-3 and Comprehension Clubs 4-6 beginning with the 2014-2015 school year.	Direct Instruction			07/01/2014	06/30/2016	\$50000	General Fund	Administration, Curriculum Director, Teachers

### (shared) Strategy 2:

Evidence Based Literacy Training - Teachers will be trained in EBLL techniques.

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

Tier:

Activity - EBLL Training	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 (PK-6)

Teachers will receive EBLI training. This entails a 2 day summer session and 6 follow up days throughout the course of the year. Follow-up will be monitored by Jill Weber & Wendy Miller, Literacy Consultants for the Grand Valley State University Charter Schools Office.	Professional Learning			08/27/2013	06/30/2016	\$2000	Title II Part A	Curriculum Director, principals
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### Strategy 3:

Timely and Additional Assistance - Crossroads Charter Academy will provide students with more time and targeted interventions in areas in which they are struggling.

Research Cited: In his article Richard Allington states: "Good teachers, effective teachers, matter much more than curriculum materials, pedagogical approaches, or 'proven programs'." In regards to providing more time for students to master material, Allington states, "Extensive practice provides the opportunity for students to consolidate skills."

Allington, R. (2002) "What I've Learned about Effective Reading Instruction Through a Decade of Studying Exemplary Elementary Classroom Teachers" from "Schools That Work: They Can All Read and Write".

Tier:

Activity - Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will employ a certified teacher and certified para-professionals to serve as Intervention Specialists to enable students to have more time and targeted interventions in areas in which they struggle. The teacher and para-professionals will work with their assigned classrooms and/or students on a daily or multiple times weekly basis, as their schedule mandates.	Policy and Process			09/03/2013	06/30/2016	\$120000	Title I Part A	Human Resources Department

Activity - Interventions	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 (PK-6)

<p>Crossroads Charter Academy will utilize the following interventions to provide students with timely and additional assistance in reading:</p> <p>Phonemic Awareness:            Florida Center for Reading Research Student Center Activities (SCA's): CCA chose the SCA's for their reliability, validity, and ease of use. Grades K-5. <a href="http://www.fcrr.org">www.fcrr.org</a>            From Research to Practice by Joseph Torgerson, et al. Florida State University, 2007.            Lexia Phonics Based Reading, a supplementary software program designed to meet the instructional needs of K-3 students in the areas of phonics, and basic understanding of words and phrases. Macaruso, P. &amp; Walker, A. (2008). The Efficacy of Computer Assisted Instruction for Advancing Literacy Skills in Kindergarten Children. <i>Reading Psychology</i>, 29, 1- 22.            Lexia Learning Systems S.O.S., a software program designed to help students ages 9-adult acquire and improve basic reading skills. Macaruso, P. &amp; Rodman, A. (2008). Benefits of Computer Assisted Instruction for Struggling Readers in Middle School. <i>European Journal of Special Needs Education</i>. Manuscript accepted for publication.            Macaruso, P. &amp; Walker, A. (2008).            Orton-Gillingham: The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory and kinesthetic learning styles. The student is directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills.            Gillingham, A. &amp; Stillman, B. W. (1997). <i>The gillingham manual: Remedial training for students with specific disability in reading, spelling, and penmanship</i>. (8th ed.). Cambridge, MA: Educators Publishing Service.; <a href="http://www.orton-gillingham.com/frmMethodology.aspx">http://www.orton-gillingham.com/frmMethodology.aspx</a>            Phonics:            Florida Center for Reading Research Student Center Activities (see above)            Lexia Phonics Based Reading (see above)            Lexia Learning Systems S.O.S. (see above)            Saxon Phonics and Spelling is a K-3 supplemental phonics program. It is a structured, systematic, multisensory program based on a philosophy of incremental development of new skills and continual review.            The 2002 Saxon Report Card. (2002). Norman, OK: Saxon Publishers.            Vocabulary:            Florida Center for Reading Research Student Center Activities (see above)  <u>Read About: Adaptive, Leveled, Non-Fiction Reading</u></p>	<p>Direct Instruction</p>			<p>09/03/2013</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Title I staff, Curriculum Director, Principal</p>
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## School Improvement Plan

Crossroads Charter Academy (PK-6)

<p>Read About: Adaptive, Leveled, Non-Fiction Reading Technology for grades 3-8 <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>REWARDS: Reading Excellence: Word Attack and Rate Development Strategies, an intense, short-term intervention reading program that is specifically designed for students Grades 4-12 who have mastered skills associated with first and second grade reading, but have difficulty reading long words and/or who read slowly. Archer, A.L., Gleason, M.M., &amp; Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West.</p> <p>Comprehension</p> <p>Read About: see above</p> <p>Corrective Reading: a comprehensive intervention program designed for students in grades 4-12 who are reading one or more years below grade level. The 3 essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension.</p> <p>Beck, I. L., Perfetti, C. A., &amp; McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. <i>Journal of Educational Psychology</i>, 74, 506-521.</p> <p>Borman, G. D., Hewes, G. M., Overman, L. T., &amp; Brown, S. (2002). Comprehensive school reform and student achievement. Baltimore, MD: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.</p> <p>Fluency:</p> <p>PALS:(Peer Assisted Learning Strategies): is designed to be incorporated into the existing curriculum with the goal of improving the academic performance of children with diverse</p>							
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### Measurable Objective 2:

70% of Economically Disadvantaged students will demonstrate a proficiency of proficient or advanced to close the achievement gap by 10% in Reading by 06/30/2016 as measured by NWEA Common Core State Standards MAP test and increased proficiency on the state 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:

Instructional Rounds, Higher Order Thinking Skills, Higher Level Questioning, Guided Reading, and new curriculum

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](http://www.marzanoresearch.com) on

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Crossroads Charter Academy (PK-6)

May 10, 2013.

www.scholastic.com/guided reading : uided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

Tier:

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.	Professional Learning			09/03/2013	06/30/2016	\$0	No Funding Required	Curriculum Director

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of various intervention strategies through formative assessment and regular student data evaluation	Academic Support Program			09/03/2013	06/30/2016	\$0	No Funding Required	Title I intervention Specialist, Curriculum Director, principals, superintendent

Activity - Professional Development on Questioning and Higher Order Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders at Crossroads Charter Academy will receive professional development on implementing higher order thinking and higher level questioning protocols into their instructional repertoire.	Professional Learning			08/11/2014	06/30/2015	\$0	General Fund	Administration, Teacher leaders

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Activity - New Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase and implement the Wonders curriculum K-3 and Comprehension Clubs 4-6 beginning with the 2014-2015 school year.	Direct Instruction			07/01/2014	06/30/2016	\$50000	General Fund	Administration, Curriculum Director, Teachers

### (shared) Strategy 2:

Evidence Based Literacy Training - Teachers will be trained in EBLI techniques.

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
Teachers will receive EBLI training. This entails a 2 day summer session and 6 follow up days throughout the course of the year. Follow-up will be monitored by Jill Weber & Wendy Miller, Literacy Consultants for the Grand Valley State University Charter Schools Office.	Professional Learning			08/27/2013	06/30/2016	\$2000	Title II Part A	Curriculum Director, 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:

100% of All Students will demonstrate a proficiency of meeting or exceeding their designated growth targets in Mathematics by 06/30/2016 as measured by NWEA Common Core State Standards 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 mathematics such as:

- \*visual and graphic depictions of problems
- \*systematic and explicit instruction
- \*formative assessment
- \*Marzano's 10
- \*Professional Learning Communities
- \*Peer & Instructional Coaching

## School Improvement Plan

Crossroads Charter Academy (PK-6)

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 ( $p < .0001$ ). 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](http://www.marzanoresearch.com) on May 10, 2013)

Tier:

Activity - Ten Marks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase a subscription to the TenMarks supplemental math program to allow students extra time on skills for enrichment and intervention.	Other			09/03/2013	06/30/2016	\$8000	General Fund	Curriculum Director, principals, classroom teachers

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 added sense of urgency towards increasing student achievement in Math by regularly analyzing student progress towards increased math achievement.	Professional Learning			09/03/2013	06/30/2016	\$0	No Funding Required	Teaching staff, Curriculum Director

Activity - Bridges Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase and implement the Bridges Curriculum in Grades K-2 in the 2013-2014 school year, and grades 3-4 in the 2014-2015 school year.	Direct Instruction		Evaluate	09/03/2013	06/30/2016	\$18000	General Fund	Teachers, principals, curriculum director

Activity - Bridges Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in the Bridges math curriculum: K-3 in summer of 2013, and 3-4 summer of 2014.	Professional Learning			09/03/2013	09/01/2014	\$3000	Title II Part A	teachers, principal, curriculum director

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of math manipulatives, such as linking cubes, fraction circles, and number lines into their instructional model at a minimum average of two times per week.	Direct Instruction			09/04/2012	06/30/2016	\$0	No Funding Required	Math School Improvement Team, Curriculum Coordinator, Administration

### (shared) Strategy 2:

Math Strategies - Instructional staff will specifically teach a variety of strategies for math performance to all students.

Research Cited: In the review of research, the study by Tournaki (2003) revealed that in a transfer task, students, regardless of what demographic group they were in became more accurate if they received the strategy condition. Furthermore, Woodward (2006) found that students receiving an integrated approach of 'drill and kill' with specific strategy instruction, generally performed better on post-test and maintenance measures that required extension and approximation.

Tournaki, N. (2003) The Differential Effects of Teaching Addition through sStrategy instruction versus Drill and Practice to Students with and without Learning Disabilities, "Journal of Learning Disabilities, 36(5), 449-58

Woodward, J. (2006) Developing Automaticity in Multiplication Facts: Integrating Strategy Instruction with Time Practice Drills. "Learning Disability Quarterly 29(4) 269-289.

Tier:

Activity - Changed Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the specific teaching of math strategies into their instructional model at a minimum average of five times per month.	Direct Instruction			09/03/2013	06/30/2016	\$0	No Funding Required	Math School Improvement Team, Curriculum Director, Administration

### Strategy 3:

Timely and Additional Assistance - Crossroads Charter Academy will provide students with more time and targeted interventions in areas in which they are struggling.

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Research Cited: Crossroads uses RTI with a goal of early intervention for struggling students with increasingly intense levels of instructional interventions, making instructional decisions based on objective data, and shared responsibility and collaboration among stakeholders and increased accountability for student learning. Research supporting RTI and its components, including universal screening, tiered delivery system, and progress monitoring is available through the National Center for Research on Learning Disabilities (<http://www.ncrld.org/about/research>)

Tier:

Activity - Math Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads will employ a certified teacher and certified para-professionals to allow for students to receive more time and targeted interventions in areas in which they struggle. These staff members will work with their assigned classrooms and/or students on a daily or multiple times weekly basis or as their schedule mandates.	Academic Support Program			09/03/2013	06/30/2016	\$0	Title I Part A	Administration

### Measurable Objective 2:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency of proficient or advanced to close the achievement gap by 10% in Mathematics by 06/30/2014 as measured by NWEA Common Core State Standards MAP test and increased proficiency on the state 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 mathematics such as:

- \*visual and graphic depictions of problems
- \*systematic and explicit instruction
- \*formative assessment
- \*Marzano's 10
- \*Professional Learning Communities
- \*Peer & Instructional Coaching

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 ( $p < .0001$ ). 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](http://www.marzanoresearch.com) on May 10, 2013)

Tier:

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Activity - Ten Marks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase a subscription to the TenMarks supplemental math program to allow students extra time on skills for enrichment and intervention.	Other			09/03/2013	06/30/2016	\$8000	General Fund	Curriculum Director, principals, classroom teachers
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 added sense of urgency towards increasing student achievement in Math by regularly analyzing student progress towards increased math achievement.	Professional Learning			09/03/2013	06/30/2016	\$0	No Funding Required	Teaching staff, Curriculum Director
Activity - Bridges Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase and implement the Bridges Curriculum in Grades K-2 in the 2013-2014 school year, and grades 3-4 in the 2014-2015 school year.	Direct Instruction		Evaluate	09/03/2013	06/30/2016	\$18000	General Fund	Teachers, principals, curriculum director
Activity - Bridges Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in the Bridges math curriculum: K-3 in summer of 2013, and 3-4 summer of 2014.	Professional Learning			09/03/2013	09/01/2014	\$3000	Title II Part A	teachers, principal, curriculum director
Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of math manipulatives, such as linking cubes, fraction circles, and number lines into their instructional model at a minimum average of two times per week.	Direct Instruction			09/04/2012	06/30/2016	\$0	No Funding Required	Math School Improvement Team, Curriculum Coordinator, Administration

### (shared) Strategy 2:

Math Strategies - Instructional staff will specifically teach a variety of strategies for math performance to all students.

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Research Cited: In the review of research, the study by Tournaki (2003) revealed that in a transfer task, students, regardless of what demographic group they were in became more accurate if they received the strategy condition. Furthermore, Woodward (2006) found that students receiving an integrated approach of 'drill and kill' with specific strategy instruction, generally performed better on post-test and maintenance measures that required extension and approximation.

Tournaki, N. (2003) The Differential Effects of Teaching Addition through sStrategy instruction versus Drill and Practice to Students with and without Learning Disabilities, "Journal of Learning Disabilities, 36(5), 449-58

Woodward, J. (2006) Developing Automaticity in Multiplication Facts: Integrating Strategy Instruction with Time Practice Drills. "Learning Disability Quarterly 29(4) 269-289.

Tier:

Activity - Changed Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the specific teaching of math strategies into their instructional model at a minimum average of five times per month.	Direct Instruction			09/03/2013	06/30/2016	\$0	No Funding Required	Math School Improvement Team, Curriculum Director, Administration

### Measurable Objective 3:

A 5% increase of Gifted and Talented students will demonstrate a behavior of meeting or exceeding their designated growth targets in Mathematics by 06/30/2014 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 mathematics such as:

- \*visual and graphic depictions of problems
- \*systematic and explicit instruction
- \*formative assessment
- \*Marzano's 10
- \*Professional Learning Communities
- \*Peer & Instructional Coaching

## School Improvement Plan

Crossroads Charter Academy (PK-6)

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 ( $p < .0001$ ). 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](http://www.marzanoresearch.com) on May 10, 2013)

Tier:

Activity - Ten Marks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase a subscription to the TenMarks supplemental math program to allow students extra time on skills for enrichment and intervention.	Other			09/03/2013	06/30/2016	\$8000	General Fund	Curriculum Director, principals, classroom teachers

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 added sense of urgency towards increasing student achievement in Math by regularly analyzing student progress towards increased math achievement.	Professional Learning			09/03/2013	06/30/2016	\$0	No Funding Required	Teaching staff, Curriculum Director

Activity - Bridges Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will purchase and implement the Bridges Curriculum in Grades K-2 in the 2013-2014 school year, and grades 3-4 in the 2014-2015 school year.	Direct Instruction		Evaluate	09/03/2013	06/30/2016	\$18000	General Fund	Teachers, principals, curriculum director

Activity - Bridges Curriculum Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in the Bridges math curriculum: K-3 in summer of 2013, and 3-4 summer of 2014.	Professional Learning			09/03/2013	09/01/2014	\$3000	Title II Part A	teachers, principal, curriculum director

Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Teachers will incorporate the use of math manipulatives, such as linking cubes, fraction circles, and number lines into their instructional model at a minimum average of two times per week.	Direct Instruction			09/04/2012	06/30/2016	\$0	No Funding Required	Math School Improvement Team, Curriculum Coordinator, Administration
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### Goal 3: All students will achieve at least one year of academic growth in Writing after one full year of attendance.

#### Measurable Objective 1:

100% of All Students will demonstrate a proficiency of meeting or exceeding their designated Language Usage growth targets in Writing by 06/30/2016 as measured by NWEA Common Core State Standards MAP test and increased proficiency on the state test..

#### (shared) Strategy 1:

Improved Instructional Practice - Improve Instructional Practice - Teachers district wide will increase their effectiveness in writing instruction through focused use of research based instructional practices such as:

- \*writing strategies
- \*Summarization
- \*Collaborative Writing
- \*Specific Product Goals
- \*Word Processing
- \*Sentence Combining
- \*Pre-writing
- \*Inquiry Activities
- \*Process Writing Approach
- \*Study of Models
- \*Writing for Content Learning
- \*MAISA Writing Units

Research Cited: Research Cited: Marzano. (n.d.). Marzano Research Laboratory Meta-Analysis on Instructional Strategies. Retrieved May 10, 2013, from Marzano Research

Laboratory: [http://www.marzanoresearch.com/research/researched\\_strategies.aspx](http://www.marzanoresearch.com/research/researched_strategies.aspx)

Writing Next Report: [www.all4ed.org/files/WritingNext.pdf](http://www.all4ed.org/files/WritingNext.pdf)

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Tier:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize netbooks, laptops, iPads, and the computer lab to incorporate word processing as an instructional tool for students.	Direct Instruction			09/03/2013	06/30/2016	\$0	No Funding Required	Curriculum Director, Principals, Classroom, teachers
Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the MAISA Writing Units, teachers will develop a cohesive writing vision with coordinated resources from kindergarten through sixth grade.	Policy and Process			09/03/2013	06/30/2014	\$0	No Funding Required	Administration, ELA School Improvement Team

### Measurable Objective 2:

A 25% increase of Economically Disadvantaged students will demonstrate a proficiency of proficient or advanced to close the achievement gap. in Writing by 06/30/2016 as measured by performance on the state assessments and the Spring NWEA MAP assessment..

### (shared) Strategy 1:

Improved Instructional Practice - Improve Instructional Practice - Teachers district wide will increase their effectiveness in writing instruction through focused use of research based instructional practices such as:

- \*writing strategies
- \*Summarization
- \*Collaborative Writing
- \*Specific Product Goals
- \*Word Processing
- \*Sentence Combining
- \*Pre-writing
- \*Inquiry Activities
- \*Process Writing Approach
- \*Study of Models
- \*Writing for Content Learning
- \*MAISA Writing Units

Research Cited: Research Cited: Marzano. (n.d.). Marzano Research Laboratory Meta-Analysis on Instructional Strategies. Retrieved May 10, 2013, from Marzano

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Crossroads Charter Academy (PK-6)

### Research

Laboratory: [http://www.marzanoresearch.com/research/researched\\_strategies.aspx](http://www.marzanoresearch.com/research/researched_strategies.aspx)

Writing Next Report: [www.all4ed.org/files/WritingNext.pdf](http://www.all4ed.org/files/WritingNext.pdf)

Tier:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize netbooks, laptops, iPads, and the computer lab to incorporate word processing as an instructional tool for students.	Direct Instruction			09/03/2013	06/30/2016	\$0	No Funding Required	Curriculum Director, Principals, Classroom, teachers

Activity - Vertical Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the MAISA Writing Units, teachers will develop a cohesive writing vision with coordinated resources from kindergarten through sixth grade.	Policy and Process			09/03/2013	06/30/2014	\$0	No Funding Required	Administration, ELA School Improvement Team

## Goal 4: All students will improve in Science

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency improvement in Science by 06/30/2014 as measured by performance on the state assessments..

### Strategy 1:

Inquiry Based Instruction - The strategy to be implemented is to supplement existing instruction with Inquiry-based instruction at all grade levels. Inquiry-based teaching as defined by the National Education science Standards is "experiences that help students acquire concepts of science, skills and abilities of scientific inquiry, and understanding about scientific inquiry".

Research Cited: Inquiry-based instruction results in development of reflection skills and construction of knowledge based on reasoning, observation, and logical analysis through inquiry. Inquiry teaching produces positive results specifically in the areas of process skills. Studies have found an increase in critical thinking, conceptual understanding, construction of knowledge, and process skills through the inquiry based learning.

MEAP scores indicate that students with lower socio-economic status perform 4.3% below the general population. Students taught using an inquiry approach have higher achievement gains regardless of poverty level with the greatest benefit in high-poverty schools. Elementary students with low-SES provided with

## School Improvement Plan

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inquiry instruction experience significant gains in the areas of planning procedures and drawing conclusions.

Studies:

NRC, 2000

Anderson, 2002

Haury, 1993

Blanchard, 2010

Cuevas, 2004

Tier:

Activity - Common Method	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A common list of steps for the Scientific Method will be used at all grade levels 2-6 (Question, Research, Hypothesis, Materials, Procedures, Results, Conclusion) with modifications for Grades K-1 including a common mnemonic device such as "Quick Rabbits Hide Many Pretty Red Candies".	Direct Instruction			09/03/2013	06/30/2014	\$0	No Funding Required	Science School Improvement Team, Curriculum Coordinator, administration

Activity - Inquiries	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at each grade level will implement inquiries aligned to units of study. Inquiries will be vertically mapped so that students have unique opportunities at each grade level. This activity will also include the opportunity for students to conduct guided inquiries at a minimum average of 6 guided inquiries per classroom per year, as well as quarterly inquiry days where students will rotate among classrooms on their floor to participate in hands-on science and inquiries in each room.	Direct Instruction			09/03/2013	06/30/2014	\$0	General Fund	Science School Improvement Team, Curriculum Coordinator, administration

### (shared) Strategy 2:

Improve Instructional Practice - The district will implement instructional practices that increase the effectiveness of the teacher in regards to the teaching of Science such as Instructional Rounds (Peer Observations) and Professional Learning Communities.

Research Cited: DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing*

SY 2014-2015

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## School Improvement Plan

Crossroads Charter Academy (PK-6)

student achievement. Bloomington, IA: National Education Service

Marzano, R. (2011) The Art & Science of Teaching/Making the Most of Instructional Rounds. Educational Leadership February 2011 | Volume 68 | Number 5 Pages 80-82

Tier:

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 science.	Professional Learning			07/01/2014	06/30/2016	\$0	No Funding Required	Administration, teachers

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in at least two instructional round sessions over the course of the school year.	Professional Learning			07/01/2014	06/30/2016	\$2400	General Fund	Administration, teachers

### Measurable Objective 2:

100% of Bottom 30% students will demonstrate a behavior of academic growth in Science by 06/30/2016 as measured by the state assessment.

### Strategy 1:

Increased Instructional Time - Crossroads Charter Academy will examine their daily and yearly calendar to find ways to increase student instructional time in Science.

Research Cited: Alexander, K.; Entwisle, E.; Olson, . (2007) Lasting Consequences of the Summer Learning Gap. AMERICAN SOCIOLOGICAL REVIEW VOL. 72 (April: 167-180)

Tier:

Activity - Increased Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossroads Charter Academy will create a schedule that minimizes student intervention occurring during science instructional time.	Academic Support Program			07/01/2014	06/30/2016	\$0	No Funding Required	Principal, Teachers

### (shared) Strategy 2:

Improve Instructional Practice - The district will implement instructional practices that increase the effectiveness of the teacher in regards to the teaching of Science such as Instructional Rounds (Peer Observations) and Professional Learning Communities.

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Research Cited: DuFour, R. & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IA: National Education Service

Marzano, R. (2011) The Art & Science of Teaching/Making the Most of Instructional Rounds. Educational Leadership February 2011 | Volume 68 | Number 5 Pages 80-82

Tier:

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 science.	Professional Learning			07/01/2014	06/30/2016	\$0	No Funding Required	Administration, teachers

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in at least two instructional round sessions over the course of the school year.	Professional Learning			07/01/2014	06/30/2016	\$2400	General Fund	Administration, teachers

## Goal 5: All students will improve in Social Studies

### Measurable Objective 1:

100% of All Students will demonstrate a behavior of academic growth in Social Studies by 06/30/2016 as measured by performance on the state assessments..

### (shared) Strategy 1:

Incorporation of Technology - 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/labs, document cameras, United Streaming video, and etc.

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:

Activity - Technology	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 (PK-6)

Teachers in grades K-6 will receive training on how to best incorporate recently purchased technology into their instructional repertoire.	Professional Learning			09/03/2013	06/30/2016	\$1500	Title II Part A	Curriculum Director
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### Measurable Objective 2:

A 25% increase of Economically Disadvantaged students will demonstrate a proficiency of proficient or advanced to close the achievement gap. in Social Studies by 06/30/2014 as measured by performance on the state assessments..

### (shared) Strategy 1:

Incorporation of Technology - 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/labs, document cameras, United Streaming video, and etc.

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:

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-6 will receive training on how to best incorporate recently purchased technology into their instructional repertoire.	Professional Learning			09/03/2013	06/30/2016	\$1500	Title II Part A	Curriculum Director

### (shared) Strategy 2:

Improve Instructional Practice - The district will implement instructional practices that increase the effectiveness of the teacher in regards to the teaching of Social Studies such as Instructional Rounds (Peer Observations), Understanding by Design, & Professional Learning Communities.

Research Cited: McTighe, J., and Wiggins, G. (1999). The Understanding by Design Handbook, Alexandria, VA: Association for Supervision and Curriculum Development.

Additionally, the research shows that teaching strategies to students increases their ability to comprehend both informational and narrative texts.

Scruggs, T. E., White, K. R., & Bennion, K. (1986). Teaching Test-taking Skills to Elementary-Grade Students: A Meta-analysis. Elementary School Journal, 87(1), 68-82. 10.2307/j100149

Bluestein, N. (2010). Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers. Reading Teacher, 63(7), 597-600.

DuFour, R. & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IA: National Education Service

Marzano, R. (2011) The Art & Science of Teaching/Making the Most of Instructional Rounds. Educational Leadership

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Tier:

Activity - Professional Development--Understanding By Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a series of sessions, teachers will receive professional development on Understanding By Design.	Professional Learning			09/03/2013	06/30/2014	\$1000	Title II Part A	Curriculum Director
Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in at least two instructional rounds over the course of the school year.	Professional Learning			07/01/2014	06/30/2016	\$2400	General Fund	Administration, teachers
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 Social Studies achievement.	Professional Learning			07/01/2014	06/30/2016	\$0	No Funding Required	Administration

### Measurable Objective 3:

100% of Bottom 30% students will demonstrate a behavior of academic growth in Social Studies by 06/30/2016 as measured by performance on the state assessment.

### (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 Social Studies such as Instructional Rounds (Peer Observations), Understanding by Design, & Professional Learning Communities.

Research Cited: McTighe, J., and Wiggins, G. (1999). The Understanding by Design Handbook, Alexandria, VA:

Association for Supervision and Curriculum Development.

Additionally, the research shows that teaching strategies to students increases their ability to comprehend both informational and narrative texts.

Scruggs, T. E., White, K. R., & Bennion, K. (1986). Teaching Test-taking Skills to Elementary-Grade Students: A Meta-analysis. Elementary School Journal, 87(1), 68-82. 10.2307/j100149

Bluestein, N. (2010). Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers. Reading Teacher, 63(7), 597-600.

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DuFour, R. & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IA: National Education Service

Marzano, R. (2011) The Art & Science of Teaching/Making the Most of Instructional Rounds. Educational Leadership February 2011 | Volume 68 | Number 5 Pages 80-82

Tier:

Activity - Professional Development--Understanding By Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a series of sessions, teachers will receive professional development on Understanding By Design.	Professional Learning			09/03/2013	06/30/2014	\$1000	Title II Part A	Curriculum Director
Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in at least two instructional rounds over the course of the school year.	Professional Learning			07/01/2014	06/30/2016	\$2400	General Fund	Administration, teachers
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 Social Studies achievement.	Professional Learning			07/01/2014	06/30/2016	\$0	No Funding Required	Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development-- Understanding By Design	Through a series of sessions, teachers will receive professional development on Understanding By Design.	Professional Learning			09/03/2013	06/30/2014	\$1000	Curriculum Director
EBLI Training	Teachers will receive EBLI training. This entails a 2 day summer session and 6 follow up days throughout the course of the year. Follow-up will be monitored by Jill Weber & Wendy Miller, Literacy Consultants for the Grand Valley State University Charter Schools Office.	Professional Learning			08/27/2013	06/30/2016	\$2000	Curriculum Director, principals
Bridges Curriculum Training	Teachers will receive training in the Bridges math curriculum: K-3 in summer of 2013, and 3-4 summer of 2014.	Professional Learning			09/03/2013	09/01/2014	\$3000	teachers, principal, curriculum director
Technology	Teachers in grades K-6 will receive training on how to best incorporate recently purchased technology into their instructional repertoire.	Professional Learning			09/03/2013	06/30/2016	\$1500	Curriculum Director

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Professional Learning Community processes will continue with added sense of urgency towards increasing student achievement in Math by regularly analyzing student progress towards increased math achievement.	Professional Learning			09/03/2013	06/30/2016	\$0	Teaching staff, Curriculum Director

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Math Manipulatives	Teachers will incorporate the use of math manipulatives, such as linking cubes, fraction circles, and number lines into their instructional model at a minimum average of two times per week.	Direct Instruction			09/04/2012	06/30/2016	\$0	Math School Improvement Team, Curriculum Coordinator, Administration
Increased Instructional Time	Crossroads Charter Academy will create a schedule that minimizes student intervention occurring during science instructional time.	Academic Support Program			07/01/2014	06/30/2016	\$0	Principal, Teachers
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			09/03/2013	06/30/2016	\$0	Curriculum Director
Vertical Alignment	Using the MAISA Writing Units, teachers will develop a cohesive writing vision with coordinated resources from kindergarten through sixth grade.	Policy and Process			09/03/2013	06/30/2014	\$0	Administration, ELA School Improvement Team
Interventions	Monitor the implementation of various intervention strategies through formative assessment and regular student data evaluation	Academic Support Program			09/03/2013	06/30/2016	\$0	Title I intervention Specialist, Curriculum Director, principals, superintendent
Professional Learning Communities	Professional Learning community processes will continue with special attention being directed towards science.	Professional Learning			07/01/2014	06/30/2016	\$0	Administration, teachers
Professional Learning Communities	Professional Learning community processes will continue with special attention being directed towards increasing Social Studies achievement.	Professional Learning			07/01/2014	06/30/2016	\$0	Administration
Common Method	A common list of steps for the Scientific Method will be used at all grade levels 2-6 (Question, Research, Hypothesis, Materials, Procedures, Results, Conclusion) with modifications for Grades K-1 including a common mnemonic device such as "Quick Rabbits Hide Many Pretty Red Candies".	Direct Instruction			09/03/2013	06/30/2014	\$0	Science School Improvement Team, Curriculum Coordinator, administration

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Technology	Teachers will utilize netbooks, laptops, iPads, and the computer lab to incorporate word processing as an instructional tool for students.	Direct Instruction			09/03/2013	06/30/2016	\$0	Curriculum Director, Principals, Classroom, teachers
Changed Instruction	Teachers will incorporate the specific teaching of math strategies into their instructional model at a minimum average of five times per month.	Direct Instruction			09/03/2013	06/30/2016	\$0	Math School Improvement Team, Curriculum Director, Administration

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Ten Marks	Crossroads Charter Academy will purchase a subscription to the TenMarks supplemental math program to allow students extra time on skills for enrichment and intervention.	Other			09/03/2013	06/30/2016	\$8000	Curriculum Director, principals, classroom teachers
Instructional Rounds	Teachers will participate in at least two instructional round sessions over the course of the school year.	Professional Learning			07/01/2014	06/30/2016	\$2400	Administration, teachers
Professional Development on Questioning and Higher Order Thinking	Teacher leaders at Crossroads Charter Academy will receive professional development on implementing higher order thinking and higher level questioning protocols into their instructional repertoire.	Professional Learning			08/11/2014	06/30/2015	\$0	Administration, Teacher leaders
Instructional Rounds	Teachers will participate in at least two instructional rounds over the course of the school year.	Professional Learning			07/01/2014	06/30/2016	\$2400	Administration, teachers
New Curriculum	Crossroads Charter Academy will purchase and implement the Wonders curriculum K-3 and Comprehension Clubs 4-6 beginning with the 2014-2015 school year.	Direct Instruction			07/01/2014	06/30/2016	\$50000	Administration, Curriculum Director, Teachers
Bridges Curriculum	Crossroads Charter Academy will purchase and implement the Bridges Curriculum in Grades K-2 in the 2013-2014 school year, and grades 3-4 in the 2014-2015 school year.	Direct Instruction		Evaluate	09/03/2013	06/30/2016	\$18000	Teachers, principals, curriculum director

## School Improvement Plan

Crossroads Charter Academy (PK-6)

Inquiries	Teachers at each grade level will implement inquiries aligned to units of study. Inquiries will be vertically mapped so that students have unique opportunities at each grade level. This activity will also include the opportunity for students to conduct guided inquiries at a minimum average of 6 guided inquiries per classroom per year, as well as quarterly inquiry days where students will rotate among classrooms on their floor to participate in hands-on science and inquiries in each room.	Direct Instruction			09/03/2013	06/30/2014	\$0	Science School Improvement Team, Curriculum Coordinator, administration
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Specialist	Crossroads will employ a certified teacher and certified para-professionals to allow for students to receive more time and targeted interventions in areas in which they struggle. These staff members will work with their assigned classrooms and/or students on a daily or multiple times weekly basis or as their schedule mandates.	Academic Support Program			09/03/2013	06/30/2016	\$0	Administration
Interventionists	Crossroads Charter Academy will employ a certified teacher and certified para-professionals to serve as Intervention Specialists to enable students to have more time and targeted interventions in areas in which they struggle. The teacher and para-professionals will work with their assigned classrooms and/or students on a daily or multiple times weekly basis, as their schedule mandates.	Policy and Process			09/03/2013	06/30/2016	\$120000	Human Resources Department

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Interventions	<p>Crossroads Charter Academy will utilize the following interventions to provide students with timely and additional assistance in reading:</p> <p>Phonemic Awareness: Florida Center for Reading Research Student Center Activities (SCA's): CCA chose the SCA's for their reliability, validity, and ease of use. Grades K-5. <a href="http://www.fcrr.org">www.fcrr.org</a> From Research to Practice by Joseph Torgerson, et al. Florida State University, 2007.</p> <p>Lexia Phonics Based Reading, a supplementary software program designed to meet the instructional needs of K-3 students in the areas of phonics, and basic understanding of words and phrases. Macaruso, P. &amp; Walker, A. (2008). The Efficacy of Computer Assisted Instruction for Advancing Literacy Skills in Kindergarten Children. <i>Reading Psychology</i>, 29, 1- 22.</p> <p>Lexia Learning Systems S.O.S., a software program designed to help students ages 9-adult acquire and improve basic reading skills. Macaruso, P. &amp; Rodman, A. (2008). Benefits of Computer Assisted Instruction for Struggling Readers in Middle School. <i>European Journal of Special Needs Education</i>. Manuscript accepted for publication. Macaruso, P. &amp; Walker, A. (2008).</p> <p>Orton-Gillingham: The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory and kinesthetic learning styles. The student is directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills. Gillingham, A. &amp; Stillman, B. W. (1997). <i>The gillingham manual: Remedial training for students with specific disability in reading, spelling, and penmanship</i>. (8th ed.). Cambridge, MA: Educators Publishing Service.; <a href="http://www.orton-gillingham.com/frmMethodologyv.aspx">http://www.orton-gillingham.com/frmMethodologyv.aspx</a></p>	Direct Instruction			09/03/2013	06/30/2016	\$0	Title I staff, Curriculum Director, Principal
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	<p><a href="http://gillingham.com/frmMethodology.aspx">gillingham.com/frmMethodology.aspx</a> Phonics: Florida Center for Reading Research Student Center Activities (see above) Lexia Phonics Based Reading (see above) Lexia Learning Systems S.O.S. (see above) Saxon Phonics and Spelling is a K-3 supplemental phonics program. It is a structured, systematic, multisensory program based on a philosophy of incremental development of new skills and continual review. The 2002 Saxon Report Card. (2002). Norman, OK: Saxon Publishers. Vocabulary: Florida Center for Reading Research Student Center Activities (see above) Read About: Adaptive, Leveled, Non-Fiction Reading Technology for grades 3-8 <a href="http://www.scholastic.com">www.scholastic.com</a> REWARDS: Reading Excellence: Word Attack and Rate Development Strategies, an intense, short-term intervention reading program that is specifically designed for students Grades 4-12 who have mastered skills associated with first and second grade reading, but have difficulty reading long words and/or who read slowly. Archer, A.L., Gleason, M.M., &amp; Vachon, V. (2000). REWARDS: Reading excellence: Word attack and rate development strategies. Langmont, CO: Sopris West. Comprehension Read About: see above Corrective Reading: a comprehensive intervention program designed for students in grades 4-12 who are reading one or more years below grade level. The 3 essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. Beck, I. L., Perfetti, C. A., &amp; McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. Journal of Educational Psychology, 74, 506-521. Borman, G. D., Hewes, G. M., Overman, L. T., &amp; Brown, S. (2002). Comprehensive school reform and student achievement. Baltimore, MD: Center for Research on the Education of Students Placed at</p>							
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	Research on the Education of Students Placed at Risk, Johns Hopkins University. Fluency: PALS:(Peer Assisted Learning Strategies): is designed to be incorporated into the existing curriculum with the goal of improving the academic performance of children with diverse							
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