

Crescent Academy
Charter School
SCHOOLWIDE TITLE 1 PLAN
2008-2009

17570 W. 12 Mile Road Southfield, MI 48076

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Mission Statement

All children can learn and it is through education that they acquire the foundation for success in our knowledge-based society. The mission of Crescent Academy will be to develop this foundation by offering an educational setting that nurtures in each student a deep and abiding curiosity as a prerequisite for sustained learning across a lifetime.

Vision Statement

WE BELIEVE...

School should reflect a caring community: a safe and fair environment in which the school staff, with the support of parents, guides the children toward respecting others, understanding the varied cultures of our society, and striving for academic and behavioral excellence;

All our students, including those with special needs, should be prepared for a rapidly changing technological world and should be able to access information, solve problems, think critically, make decisions, and learn to cooperate and work productively with others;

That ongoing communication and collaboration among classroom teachers, support staff, and the administration result in an integrated program for all students, including those with special needs;

That student progress in achieving the established instructional and social goals should be frequently and systematically monitored using a variety of assessment techniques;

Our students should become enthusiastic, life-long learners and productive citizens.

Educational Beliefs

Our philosophy of education is as follows:

- a) We believe that we are facilitators of the learning and formation process. We must motivate students to be active agents in their own education and formation.
- b) We believe that an orderly climate based on discipline and respect would provide the environment in which students will grow in character formation.
- c) We believe that we must help students accept the consequences for their actions.
- d) We believe that teamwork will result in a stronger support for all involved in the education process. As educators, we will uphold rules and regulations that will maintain a cohesive environment in which student formation will flourish.
- e) We believe that as educators, we are models of the behavior we expect from the students.

SCHOOLWIDE IMPROVEMENT PLAN COMMITTEE

Name	Position	Contact Information
Cherise Cupidore	Administration-Principal	ccupidore@charterschoolschoolpartners.com
Marlin Glenn	Administration-Asst. Principal	mglen@charterschoolpartners.com
Farrita Jackson	School Board Member	FJackson@dmc.org
Tanya Adams	Second Grade Teacher- Chair	Tdadams451@aol.com
Krysten Buckley	First Grade Teacher	Krystenmbuckley@hotmail.com
Jurea Harris	Para-Professional	jureakharris@teacher.com
Jennifer Green	Fifth Grade Teacher	greenjm1@gmail.com
Abigail Misuraca	M.S. Language Arts	amisuraca@charterschoolpartners.com
Jennifer Isso	M.S. Math – Asst. Chair	(248) 939-0990
Joann Leone	Fourth Grade Teacher	wndrnghow@yahoo.com
Taquish Smith	Third Grade Teacher	Taquish_smith@hotmail.com
Linda Trudell	M.S. Social Studies	ltrudell@gmail.com
Angelica Hernandez	Parent Volunteer	angelicahernandezlatina@yahoo.com
Dr. Mike Syropoulos	Schoolwide Facilitator	msyropou@aol.com

SCHOOLWIDE TEN COMPONENTS

1. COMPREHENSIVE NEEDS ASSESSMENT

Crescent Academy is a school in Southfield, Michigan. The school is located at 17570 W. 12 Mile Rd. The current ratio is 99% African American. There are currently 306 students enrolled, of which 217 or 71%, who qualify for free or reduced lunch. The school is somewhat transient with 10%-12% of our student body changing enrollment. The anticipated enrollment for the 2008-2009 school year is 330 students, 23 more than in 2007-2008.

During the last four years of operation, Crescent Academy has gone through several significant changes. In the fall of 2007, the building administrator, the management company, and the board of directors changed. In 2007, during this transition, the teaching staff has remained relatively stable.

The classrooms consist of two teachers per grade in grades Kindergarten through eighth. Students at Crescent receive music, physical education, Spanish, and art for enrichments. Last year Crescent implemented a Parent-Teacher Organization.

Over the past three years, Crescent has seen an increase in MEAP scores in the areas of Reading, Writing, Mathematics, Science and Social Studies.

A. Community Characteristics

Southfield currently has a population of 14,400 citizens. 91.5% are White/Non-Hispanic, 3.6% are African American, and the remaining 4.9% represent other. The median age for males is 43.0, and the median age for females is 43.9. The median household size is 2.55. The average family size is 2.99. In this township, there are 1.99% of residents with incomes below the poverty level in 1999, compared to 10.5% for the State of Michigan. 1.3% of the residents of this Township reported incomes below 50% of the poverty line in 1999, compared to 4.8% for the whole state. 65% of Southfield Township residents lived in the same house five years ago.

B. School Characteristics

Crescent Academy is a school in Southfield, Michigan. The school is located at 17570 W. 12 Mile Rd. The current ratio is 99% African American. There are currently 306 students enrolled, of which 217 or 71%, who qualify for free or reduced lunch. The school is somewhat transient with 10%-12% of our student body changing enrollment. The anticipated enrollment for the 2008-2009 school year is 330 students, 23 more than in 2007-2008.

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Enrollment Data	
Year	Pupil Population
2005	154
2006	334
2007	307

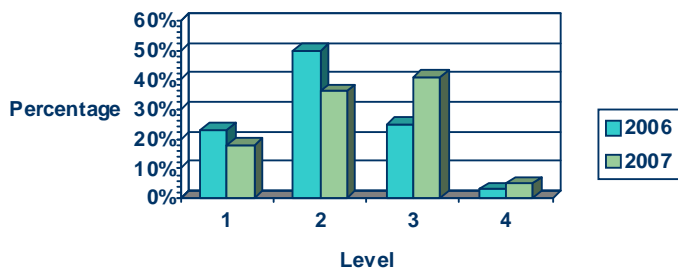
Parent-Teacher Conferences Data	
Attendance %	
Date	Attendance
October 12, 2007	32%
March 7, 2008	26%

2006-2007 Enrollment	
Grade Level	Number of Students
Kindergarten	36
1	58
2	40
3	41
4	19
5	42
6	44
7	23
8	32
Total	334

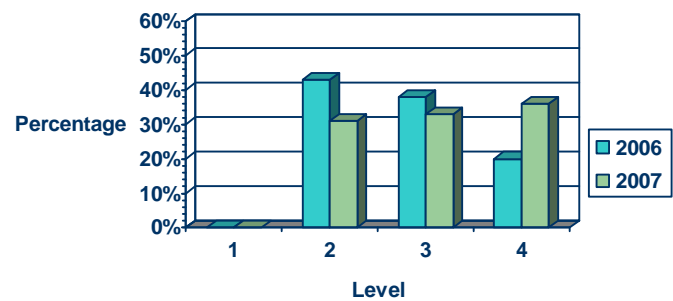
2007-2008 Enrollment	
Grade Level	Number of Students
Kindergarten	36
1	34
2	49
3	39
4	31
5	20
6	34
7	39
8	25
Total	307

D. MEAP Achievement Results

Grade 3 Reading

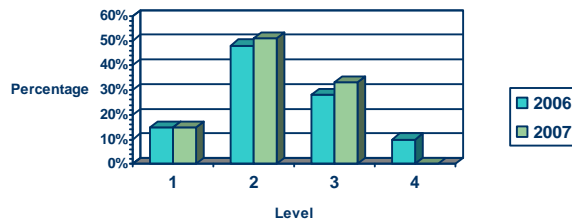


Grade 3 Writing



Reading - The District Comprehensive MEAP Report for 2006 to 2007 Grade 3 Reading displays a decrease in level 1 from 23% to 18%, decrease in level 2 from 50% to 36%, increase in level 3 from 25% to 41%, and an increase in level 4 from 3% to 5%.

Grade 3 Mathematics



decrease in level 1 from 23% to 18%, decrease in level 2 from 50% to 36%, increase in level 3 from 25% to 41%, and level 4 from 3% to 5%.

Writing- The District Comprehensive MEAP Report for 2006 to 2007

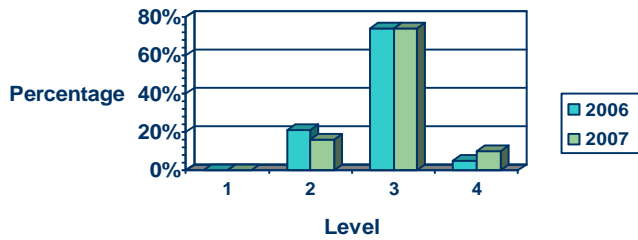
District Comprehensive MEAP Report Grade 3 Writing

displays a constant 0% in level 1 for both 2006 and 2007 school year, a decrease in level 2 from 43% to 31%, a decrease in level 3 from 38% to 33%, and an increase in level 4 from 20% to 36%.

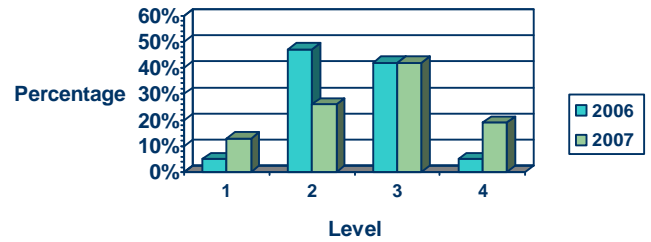
Mathematics - The District Comprehensive MEAP Report for 2006 to 2007 Grade 3 Mathematics displays a constant 15% in level 1 for 2006 and 2007 school year, an increase in level 2 from 48% to 51%, increase in level 3 from 28% to 33%, and an increase in level 4 from 10% to 0%.

Grade 4

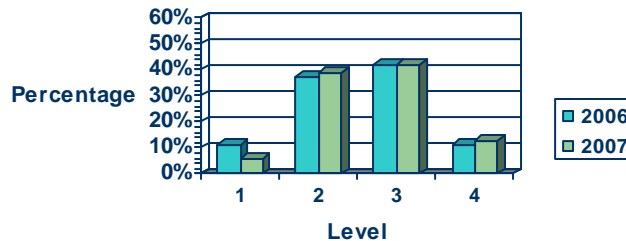
Grade 4 Writing



Grade 4 Reading



Grade 4 Mathematics



Reading

The District Comprehensive MEAP Report for 2006 to 2007 Grade 4 Reading displays an increase in level 1 from 5% to 13% , decrease in level 2 from 47% to 26% , a constant 42% in level 3, and an increase in level 4 from 5% to 19%.

Writing

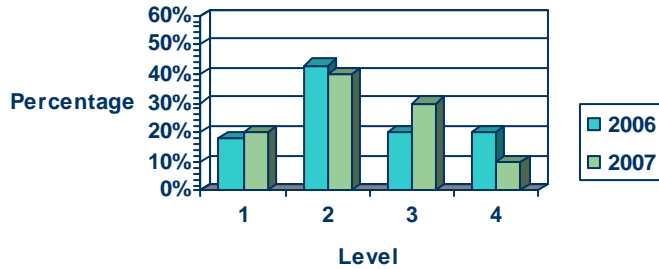
The District Comprehensive MEAP Report for 2006 to 2007 Grade 4 Writing displays a constant 0% in level 1 for both 2006 and 2007 school year, a decrease in level 2 from 21% to 16% , a constant of 74% in level 3, and an increase in level 4 from 5% to 10%.

Mathematics

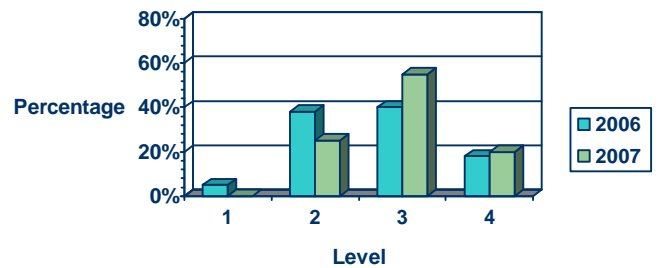
The District Comprehensive MEAP Report for 2006 to 2007 Grade 4 Mathematics displays a decrease in level 1 from 11% to 6% , an increase in level 2 from 37% to 39% , a constant 42% in level 3, and an increase in level 4 from 11% to 13%.

Grade 5

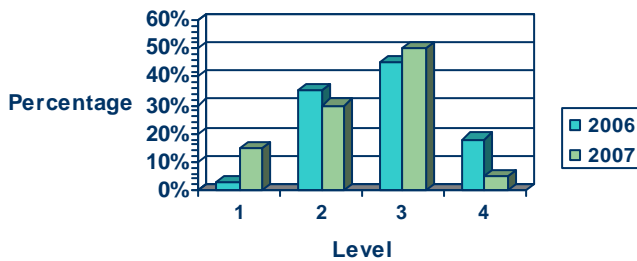
Grade 5 Reading



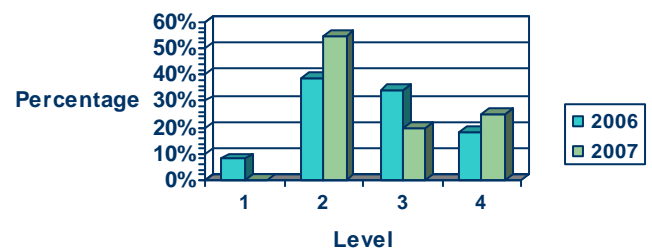
Grade 5 Writing



Grade 5 Mathematics



Grade 5 Science



Reading

The District Comprehensive MEAP Report for 2006 to 2007 Grade 5 Reading displays an increase in level 1 from 18% to 20% , decrease in level 2 from 43% to 40%, an increase in level 3 from 20% to 30%, and a decrease in level 4 from 20% to 10%.

Writing

The District Comprehensive MEAP Report for 2006 to 2007 Grade 5 Writing displays a decrease in level 1 from 5% to 0%, a decrease in level 2 from 38% to 25%, an increase in level 3 from 40% to 55%, and an increase in level 4 from 18% to 20%.

Mathematics

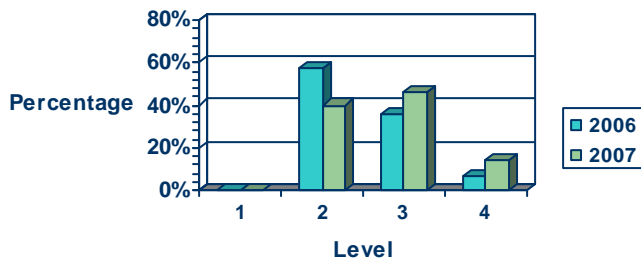
The District Comprehensive MEAP Report for 2006 to 2007 Grade 5 Mathematics displays an increase in level 1 from 3% to 15%, a decrease in level 2 from 35% to 30%, an increase in level 3 from 45% to 50%, and a decrease in level 4 from 18% to 5%.

Science

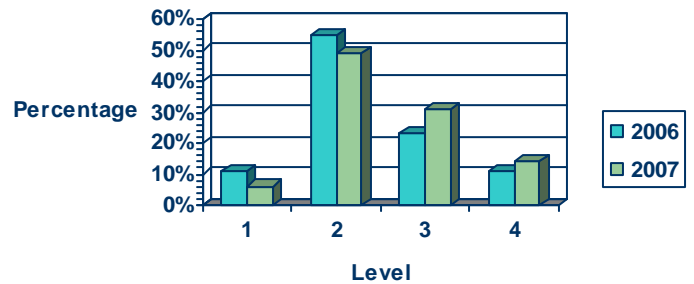
The District Comprehensive MEAP Report for 2006 to 2007 Grade 5 Science displays a decrease in level 1 from 8% to 0%, an increase in level 2 from 39% to 55%, a decrease in level 3 from 34% to 20%, and an increase in level 4 from 18% to 25%.

Grade 6

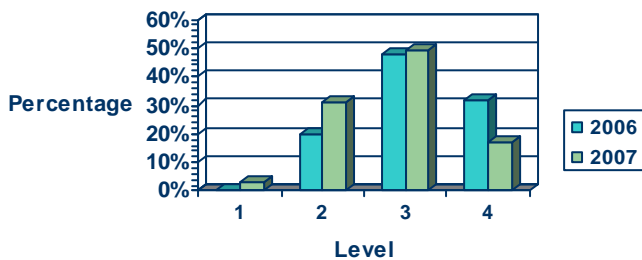
Grade 6 Writing



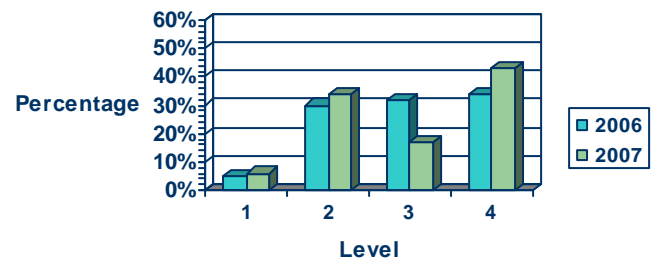
Grade 6 Reading



Grade 6 Mathematics



Grade 6 Social Studies



Reading

The District Comprehensive MEAP Report for 2006 to 2007 Grade 6 Reading displays a decrease in level 1 from 11% to 6% , decrease in level 2 from 55% to 49%, an increase in level 3 from 23% to 31%, and an increase in level 4 from 11% to 14%.

Writing

The District Comprehensive MEAP Report for 2006 to 2007 Grade 6 Writing displays a constant of 0% in level 1 from 2006 to 2007, a decrease in level 2 from 57% to 40%, an increase in level 3 from 36% to 46%, and an increase in level 4 from 7% to 14%.

Mathematics

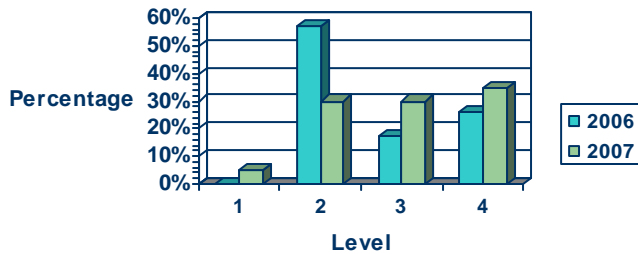
The District Comprehensive MEAP Report for 2006 to 2007 Grade 6 Mathematics displays an increase in level 1 from 0% to 3%, an increase in level 2 from 20% to 31%, an increase in level 3 from 48% to 49%, and a decrease in level 4 from 32% to 17%.

Social Studies

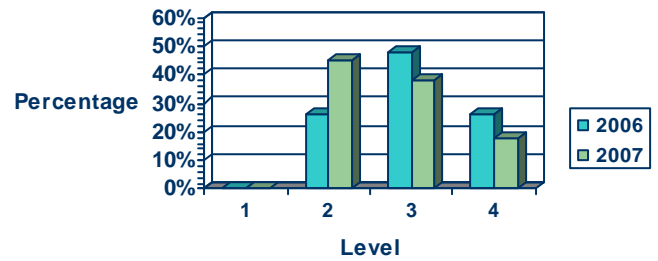
The District Comprehensive MEAP Report for 2006 to 2007 Grade 6 Social Studies displays an increase in level 1 from 5% to 6%, an increase in level 2 from 30% to 34%, a decrease in level 3 from 32% to 17%, and an increase in level 4 from 34% to 43%.

Grade 7

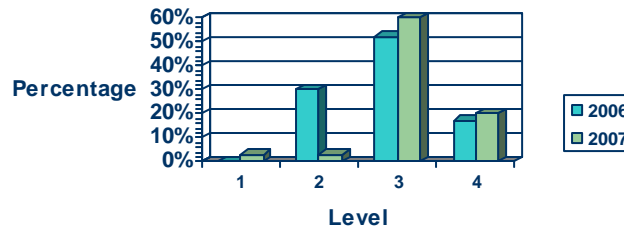
Grade 7 Reading



Grade 7 Writing



Grade 7 Mathematics



Reading

The District Comprehensive MEAP Report for 2006 to 2007 Grade 7 Reading displays an increase in level 1 from 0% to 5%, a decrease in level 2 from 57% to 30%, an increase in level 3 from 17% to 30%, and an increase in level 4 from 26% to 35%.

Writing

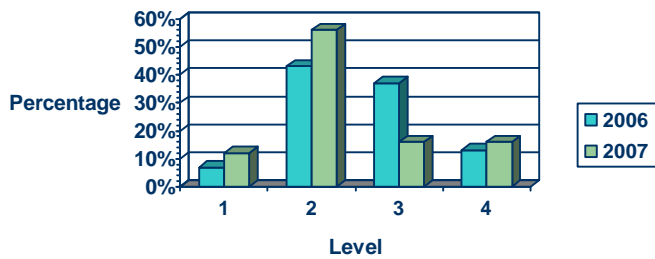
The District Comprehensive MEAP Report for 2006 to 2007 Grade 7 writing displays a constant 0% for level 1, an increase in level 2 from 26% to 45%, a decrease in level 3 from 48% to 38%, and an increase in level 4 from 26% to 18%.

Mathematics

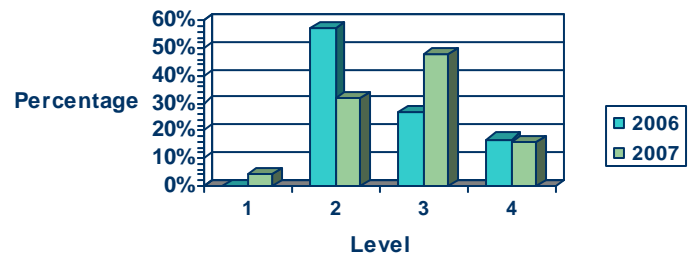
The District Comprehensive MEAP Report for 2006 to 2007 Grade 7 Mathematics displays an increase in level 1 from 0% to 3%, a decrease in level 2 from 30% to 3%, an increase in level 3 from 52% to 75%, and an increase in level 4 from 17% to 20%.

Grade 8

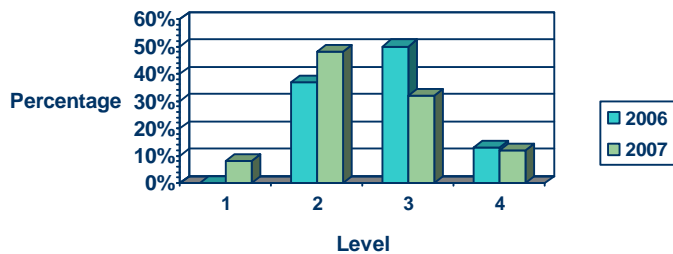
Grade 8 Reading



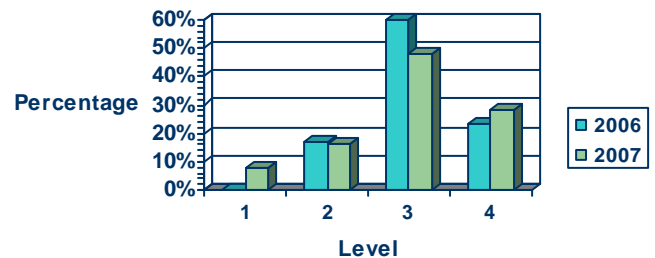
Grade 8 Writing



Grade 8 Science



Grade 8 Mathematics



Reading

The District Comprehensive MEAP Report for 2006 to 2007 Grade 8 Reading displays an increase in level 1 from 7% to 12%, an increase in level 2 from 43% to 56%, a decrease in level 3 from 37% to 16%, and an increase in level 4 from 13% to 16%.

Writing

The District Comprehensive MEAP Report for 2006 to 2007 Grade 8 Writing displays an increase in level 1 from 0% to 4%, a decrease in level 2 from 57% to 32%, an increase in level 3 from 27% to 48%, and a decrease in level 4 from 17% to 16%.

Mathematics

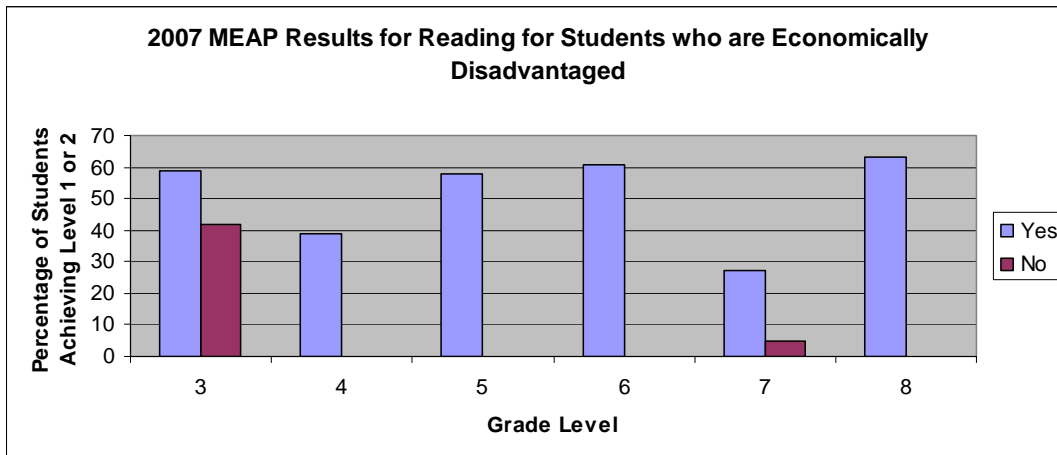
The District Comprehensive MEAP Report for 2006 to 2007 Grade 8 Mathematics displays an increase in level 1 from 0% to 8%, a decrease in level 2 from 17% to 16%, a decrease in level 3 from 60% to 48%, and an increase in level 4 from 23% to 28%.

Science

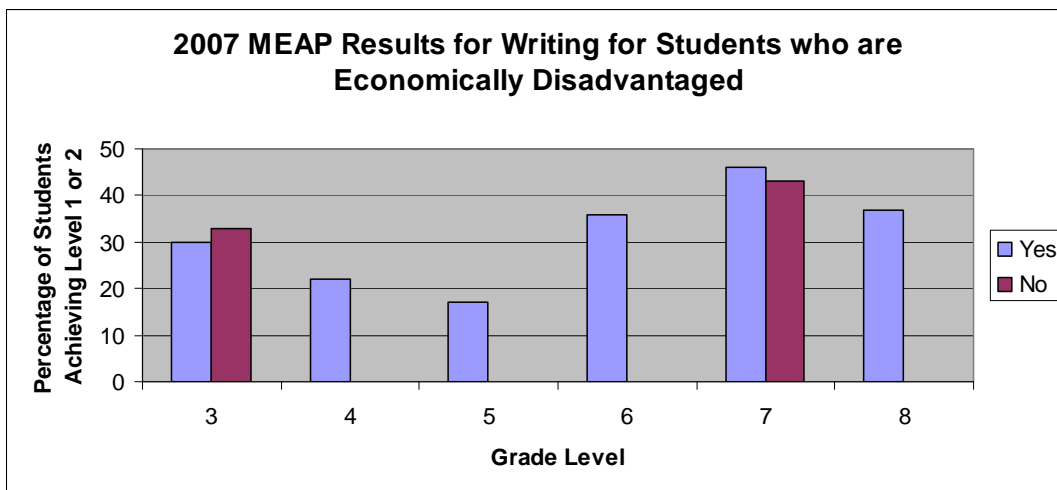
The District Comprehensive MEAP Report for 2006 to 2007 Grade 8 Science displays an increase in level 1 from 0% to 8%, an increase in level 2 from 37% to 48%, a decrease in level 3 from 50% to 32%, and a decrease in level 4 from 13% to 12%.

E. MEAP Sub-Group Achievement Results

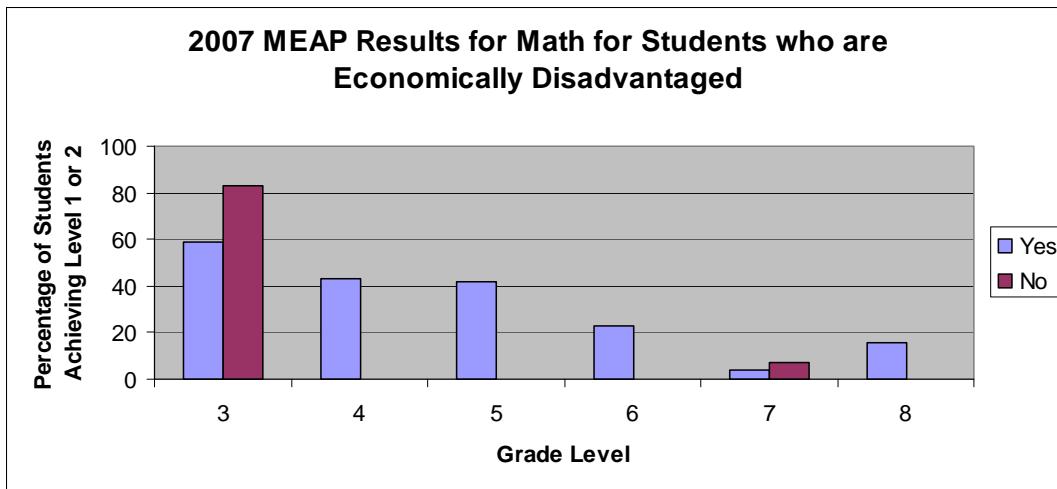
Analysis of results



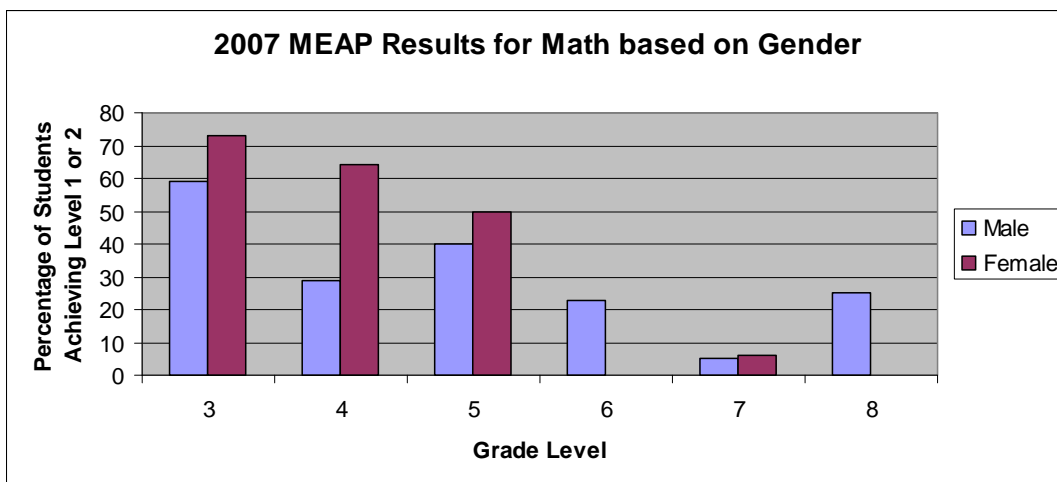
In Reading, those economically disadvantaged scored significantly higher in grades 3 & 7. In all other grades less than 10 economically advantaged students were tested.



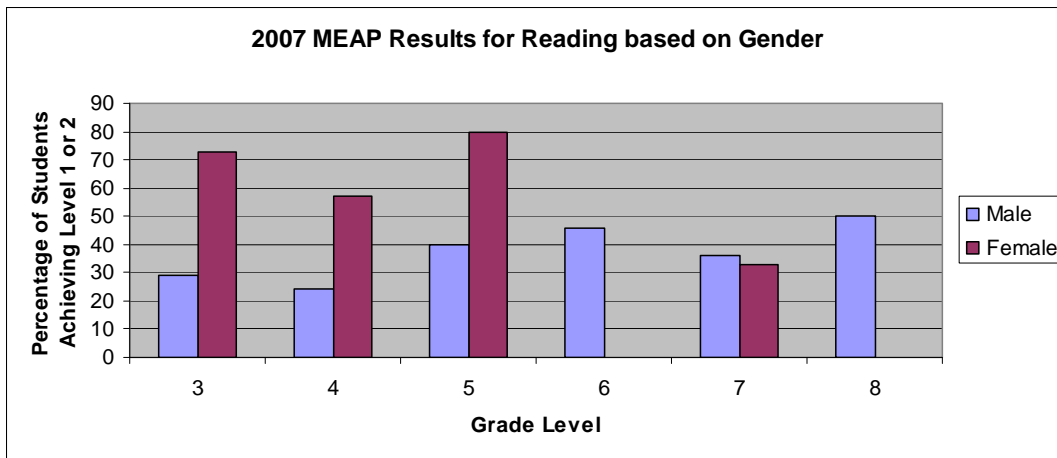
In writing, those economically disadvantaged scored higher in grade 7. Those economically disadvantaged scored slightly lower in grade 3. In all other grades less than 10 economically advantaged students were tested.



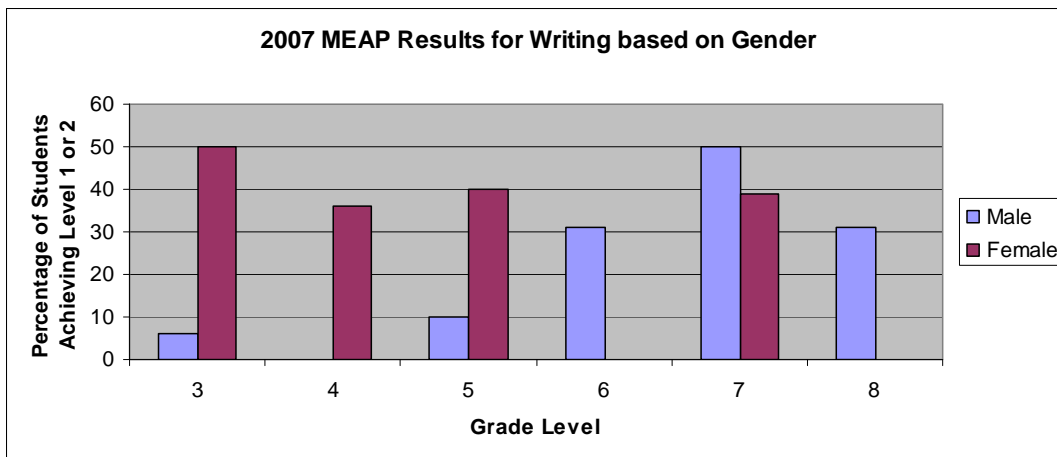
In math, those economically disadvantaged scored lower in grades 3 & 7. In all other grades less than 10 economically advantaged students were tested.



In Math, Females students scored higher than males in grades 3, 4, 5 & 7. Less than 10 female students were tested in grades 6 & 8.



In Reading, Female students scored significantly higher in grades 3, 4, & 5. Females in grade 7 scored slightly lower than the males. Less than 10 female students were tested in grades 6 & 8.



In Writing, Female students scored significantly higher in grades 3 & 5. Less than 10 males were tested in grade 4 for writing. Females in grade 7 scored lower than the males. Less than 10 female students were tested in grades 6 & 8.

E. Standardized Test Results

Due to a change in administration, Terra Nova results for 2005-2006, and 2006-2007 are unavailable. Terra Nova results for 2007-2008 have not been released.

F. Staff, Parents, Student Survey Results

Staff Perception Survey Results:

Weaknesses

47% Agree - “I have worked with students to develop or explore future plans.”

Goals: Incorporate Career Paths Program beginning at the 7th grade.

Provide Career Paths Professional Development for staff to properly integrate Career pathways into classroom instruction.

47% Agree – “I frequently work with other staff to develop assessments aligned to our school’s written curriculum.

Goals: Provide teacher conference hours for staff to develop assessments and analyze test data.

Provide Professional developments on implementing school’s written curriculum and developing authentic assessments.

47% Agree – “I have worked to develop partnership with other school’s educational institutions or organizations.

Goals: Create partnerships with other educational organizations.

Provide membership opportunities for staff.

Strengths

100% Agree – “I use assessment results to determine future instruction.”

100% Agree – “My instruction includes active participation of students.”

100% Agree – “Administrators in my school act with integrity and fairness.”

94.1% Agree – “In my school the primary focus is teaching and learning.”

Student Perception Survey Results:

Weaknesses

53% Agree - "I know what my school's goals are."

Goals: Communicate school's mission and goals to students on a regular basis.

Provide an opportunity for students and parents to participate in creating school mission and goals.

Allow students to create personal goals based on schools mission.

35.5% Agree – "My parents know what is going on in the school."

Goals: Develop a school communication plan.

Provide two-communication channels among administrations, parents, students, and staff.

46.4% Agree – "I am learning to deal with issues and problems I will face in the future."

Goals: Provide problem solution programs and training for students.

Provide role-playing opportunities incorporating problem resolution.

Strengths

85% Agree – "My teachers tell me how I am doing and how I can improve to reach state standards."

77.5% Agree – "My teachers expect me to do my best."

75% Agree – "My teacher makes learning interesting by using a variety of activities."

G. Programs Process

The school provides special education services for students who qualify based on testing results. These students are serviced weekly based on their needs. A school social worker is on staff two days a week. A speech pathologist is also on staff several days a week.

Odyssey learning a computer based program is offered after school for students who need additional assistance in reading and math. Staff members are trained to run the program each year.

An annual career day is held for the entire school. Classroom teachers also invite speakers to discuss their careers.

The school also offers several afterschool activities. Academic Games, boys and girls basketball teams, a girls volleyball team, girl scouts and cheerleading.

2008 Ed. Yes Summary of Self-Assessment

Ed. Yes reporting for 2008 identified parental involvement as an area of need as implemented. Limited parental involvement activities have been documented such as, parent teacher conferences and the Parent-Teacher Organization. Higher involvement is shown in the early elementary grades. Ed Yes reporting for 2008 identified diversity as an area of need as implemented. 99% of students at Crescent are African American.

2008 Crescent Academy Ed YES! Report	
Standard	Self-Rating
Curriculum	Exemplary
Instruction	Implemented
Assessment	Exemplary
Instructional Leadership	Exemplary
Shared Leadership	Implemented
Operational and Resource Management	Implemented
Personnel Qualifications	Implemented
Parent/Family Involvement	Implemented
Community Involvement	Implemented
Data Management	Exemplary
Information Management	Implemented

All the above programs we evaluated annually by the parents who children were involved in the programs. See Appendix D for Parents' Survey.

H. Summary of the Results

Method

During the completion of the comprehensive needs assessment a variety of sources was used to collect the data. Information from the MEAP, parent, staff and student surveys, as well as the ED YES! Report was used. All financial information was gathered from CS Partners Management Company.

Results

- Our two year trend is showing an increase in several MEAP areas. Writing is still below state average.
- The 2007 MEAP results show that students who are economically disadvantaged scored higher in Reading and Writing than those were not.
- More female students achieved a level 1 or 2 in grades 3, 4, and 5 than their male counterparts in areas of Reading, Writing and Math.

Synopsis

Crescent Academy has been experiencing a steady enrollment but does experience a high turnover rate as well as include a high percentage of students who are economically disadvantaged. Crescent is showing overall gains in student achievement as measured by the Michigan MEAP test. Our staff is working to incorporate programs (Guided Reading Groups and Lucy Calkins) to improve literacy and writing abilities.

Overall, Crescent is still lacking in reading, writing, mathematics, science, and social studies achievement. New initiatives and common assessments are being put in place to help increase students' success in these areas.

I. Goals

Based on the results of the Comprehensive Needs Assessment, the following goals have been developed.

Goal #1

By June 2009, the number of students who meet or exceed state achievement standards in Reading as assessed by MEAP, local norm and criterion-referenced assessments (Terra Nova), will increase by 5%

Goal #2

By June 2009, the number of students who meet or exceed state achievement standards in Writing as assessed by MEAP, local norm and criterion-referenced assessments, (Terra Nova) will increase by 5%

Goal #3

By June 2009, the number of students who meet or exceed state achievement standards in Mathematics as assessed MEAP, by local norm and criterion-referenced assessments, (Terra Nova) will increase by 5%

Goal # 4

By June 2009, the number of students who meet or exceed state achievement standards in Science as assessed MEAP, by local norm and criterion-referenced assessments, (Terra Nova) will increase by 5%

Goal #5

By June 2009, the number of students who meet or exceed state achievement standards in Social Studies as assessed MEAP, by local norm and criterion-referenced assessments, (Terra Nova) will increase by 5%

**Please note that goals for Science and Social Studies have been added.

2. SCHOOLWIDE REFORM STRATEGIES

The School Improvement process is designed to identify and implement a variety of Schoolwide reform strategies.

- The entire KC4 Curriculum across the K-8 grade span is aligned with the benchmarks and standards of the Michigan Core Curriculum and Grade Level Content Expectations.
- Teacher lesson plans require a reference to the aligned curriculum and periodic checks by administration ensure that the curriculum of record is actually the taught curriculum.
- MEAP and Terra Nova scores are reviewed and used to direct classroom instruction and faculty/staff professional development activities.
- The school schedule of student instructional days always exceed that required by the State. Additionally, a 195 day faculty schedule provides a two week professional development period at the beginning and end of each school year.

Continuous school improvement is ensured through the committee structure of the Academy. The Schoolwide Improvement Committee is central to the school improvement process to facilitate the achievement of Academy goals. Academic performance is ensured through the annual review of test data and quarterly review of pupil performance. The Instruction Committee functions to ensure that curriculum is updated using the Curriculum Review Cycle and that instruction is appropriate to the communications between parents, students, faculty and administration are positive and supportive of the educational process. Toward that end a variety of activities are planned yearly to involve parents and community in the life of the school. The Title I Committee is designed to monitor the progress and programming for Title I students and to make recommendations to other committees where changes are indicated. The Title I committee has Title I parent membership.

Continuous school improvement is also enhanced by the Quality Schools Initiative (QSI) Bay Mills and CSP management company. The QSI provides for monthly School Leader and Curriculum Coaching meetings, a New Teacher Academy for first year teachers, planned professional development days during the school year, and an annual comprehensive, objectives based School Review. The School Review addresses the Academy's written curriculum, school accountability plan, course time and content grids, lesson plans, report cards, the classroom environment, student-teacher rapport, classroom management, teacher evaluation instruments, professional development, mentoring/new teacher orientation, and the academy's wellness plan. Annually, a School Review Team utilizes a prepared and provides for a discussion of the review with recommendations.

SEE APPENDIX A FOR SCHOOLWIDE ACTION PLAN

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)

One hundred percent (100%) of the twenty-one Crescent Academy teaching staff members are highly qualified. They all possess a Bachelor's degree and full state certification and show evidence of meeting at least one of the following options: Michigan Test for Teacher Certification (M.T.T.C.), or a graduate degree or coursework that is equivalent to an undergraduate major in any subject area directly related to elementary teacher/middle school teacher, or achieve National Board Certification, or credentialing in any subject(s) or an appropriate development level(s), or the high objective uniform state standard of evaluation (H.O.U.S.S.E.)

One hundred percent (100%) of the four paraprofessional at Crescent Academy are highly qualified. They have all completed at least ninety (90) credits at a college or university or have obtained a degree that is directly related to becoming an elementary or middle school teacher.

4. STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHER TO HIGH NEEDS SCHOOLS

Staffed by 21 certified teachers with an average of 1 – 3 years experience, Crescent Academy offers many competitive incentives to its teachers. This year a mentoring program was established, in which a highly experienced teacher collaborates with each teacher with less than three years of experience. Teachers at Crescent Academy also benefit from quality professional development in the form of whole-staff management training, content-area conferences, and group workshops. Another incentive for teachers is the small class size. This allows teachers to concentrate their attention on individual students.

The current turnover rate for the 2007 – 2008 school year is 29%. Crescent Academy staff members have discussed implementing several initiatives to appeal to highly qualified teachers. The proposed incentives include: competitive salary and health benefits, small class size, an effective school-wide management and discipline plan and increased teacher involvement in selecting and implementing curricula.

5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Crescent Academy's staff will participate in a variety of professional development activities in the 2008- 2009 school year. Below is a calendar of professional development activities that can also be found listed in the Action Plan. In addition, professional development to enhance individual teacher learning will be added throughout the year. **See Appendix C for Board Approved Parental Policy.**

When	Activity	Who	Completed
August 2008	Lucy Calkins Training	All Instructional Staff Principal * (Teachers & Paraprofessionals)	August 2008
August 2008	Read research based books by Marzano Lucy Calkins	All Instructional Staff Principal	June 2009
August 2008	KC4 Training Reading	All Instructional Staff Principal	August 2008
August 2008	KC4 Training Writing	All Instructional Staff Principal	August 2008
August 2008	KC4 Training Mathematics	All Instructional Staff Principal	August 2008
August 2008	KC4 Training Science	All Instructional Staff Principal	August 2008
August 2008	KC4 Training Social Studies	All Instructional Staff Principal	August 2008
August 2008	MLPP Training	All Instructional Staff Principal	August 2008
August 2008	DRA Training	All K-2 Instructional Staff Principal	August 2008
August 2008	Test Whiz Training	All Instructional Staff Principal	August 2008
September of 2008- June 2009In	Guided Reading Training	All Instructional Staff Principal	August 2008
By September 2008	Development of Authentic Grade Level Literature	All Instructional Staff	
October 2008	Looking at Math to Assess Your Students Needs	All Instructional Staff Principal	October 2008

November 2008	Lucy Calkins Training	All Instructional Staff Principal	August 2008
December 2008	Learning to Teach the Fundamentals of Reading	All Instructional Staff Principal	December 2008
January 2009	Lucy Calkins Training	All Instructional Staff Principal	January 2009
February 2009	Teaching Math Concepts	All Instructional Staff Principal	February 2009
March 2009	Lucy Calkins Training	All Instructional Staff Principal	March 2009
April 2009	Teaching Reading to At Risk students	All Instructional Staff Principal	April 2009
May 2009	Using Math Strategies	All Instructional Staff Principal	May 2009

***All teachers and instructional staff include teachers and Paraprofessionals**

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Crescent Academy staff will provide seven parent involvement activities in the 2008- 2009 school year. Crescent Academy's staff believes that involving parents in children's education will support improved student learning. Below is a calendar of planned parent involvement activities that can be found listed in the Action Plan. Additional parent involvement events will be added throughout the 2008- 2009 school year as needed. Moreover, the parents were clearly involved in the design implementation, and evaluation of the schoolwide plan. The parental involvement will be evaluated at the end of each school year.

When	What	Who	Completed
August 2008- June 2009 (Monthly)	PTO meetings	PTO Board Parents Staff Principal	June 2009
October 2008	Annual Title I Parent Meeting Parent Teacher Conference*	Instructional Staff Principal Title I Director Parents	May 2009
November 2008	Parent/ Student Game Night	Instructional Staff Principal Parents Students Trainers	October 2008
November 2008	Curriculum Day	Principal Staff Parents School Board CS Partners	November 2008
November 2008	Parent Teacher Conferences	Principal Staff Parents	November 2008
January 2009	Parent Teacher Conferences	Principal Staff Parents	January 2009
April 2009	Kindergarten Roundup Sessions	Kindergarten Staff Principals Parents	August 2009
May 2009	Parent Teacher Conferences	Principal Staff Parents	May 2009
May 2009	Career Day	Parents Staff Principal	May 2009

***The Parent Student Teacher Compact Will Be Discussed.**

7. PRESCHOOL TRANSITION STRATEGIES

Crescent Academy's plan for connecting preschool-aged children includes a kindergarten open house before the first day of school to see their classroom and meet their teacher. Our plan includes inviting preschool-aged children to tour the building and meet other staff members. An example is a special visitation evening where they take part in activities within an actual kindergarten classroom. Future students will also be invited into the classroom for a Bring a Four-Year Old Buddy to School Day several times in the spring. Students will spend half a day in a kindergarten classroom partaking in everyday activities in an engaging, academic, Olympic game format.

In the summer of 2009, the team will review and adjust the current Kindergarten pre-assessment which will be given to students at the Kindergarten Round-up. They will also continually revisit and revise the alignment of standards based on the Michigan Grade Level Content Expectations two days during the year and two days in the summer.

Crescent Academy conducts a Kindergarten Round-Up each spring. Children are introduced to teachers, and assessed for overall readiness. Results are shared with parents to help them make an informed decision regarding kindergarten placement. A parent information meeting will be held annually in the fall [September] to discuss the Kindergarten curriculum, strategies for continued learning at home, community resources and tiers for intervention. This information will also be provided in a packet for parents at Kindergarten Round-Up or on the first day of school.

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

All students at Crescent Academy take quarterly exams assessing the content they have learned. At the end of the school year, the school calendar is distributed to teachers and students. The calendar designates days for exams review and exam administration. Staff goals with regard to assessment are to use a common prep time to create and analyze common assessments with clear rubrics across grade levels and content areas. After analyzing the rubrics, teachers will plan according to the students' needs.

9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS.

There are several quality opportunities for struggling students at Crescent Academy to receive additional assistance in specific, targeted areas. In order to improve academic success for all students, it's essential to be proactive in addressing the areas of our students' academic needs:

Student Selection Criteria

- **MEAP:** Students who score at a level of 3 & 4 (grades 3-8th) receive additional help through the Odyssey learning which focuses on the areas of Reading, Math, Science & Social Studies.
- **TerraNova:** All students who scored below the 40th percentile in Reading, Writing, Math, Science & Social Studies participate in Saturday School Program to close up academic gaps. Students participate in the Summer School Program and the after school tutorial program. Para Pros (teacher aids) work in the classroom with students. The Para Pros (teacher aids) will also pull students to assist the students one on one.
- **Teacher Recommendations:** Students who do not have any MEAP or standardized data on file can be recommended to participate in the after school tutorial program (Odyssey Learning), the Saturday School program, the Summer School Program and can also be assigned to receive help from the Para Pro (teacher aid).
- **Authentic Teacher Assessments:** All students are assessed during the first week of school by their teachers in the areas of Reading, Writing, Math Science & Social Studies. Students who fall below grade level are recommended by their teacher to participate in the Saturday school program to help close up achievement gaps. Students participate in the after school tutorial program (Odyssey Learning) to receive additional help in Reading, Writing, Math, Science, and Social Studies. The Para Pro (Teacher Aid) work with students directly in the classroom. The Para Pros will pull students out of the classroom to work with students one on one.
- **Parent Recommendations:** Parents can recommend a student for additional academic student in the areas of Reading, Writing, Math, Science and Social Studies. Students can participate in the Saturday School Program, the After School (Odyssey Learning) Program and the Summer School Program. Students also receive help from the Para Pro (teacher aid) in the classroom. Para Pros will also pull students out to work with individual students one on one.

Programs to Assist the Students

- **Student Pull Out:** Because of the large number of students who score below grade level or have scored low on the MEAP we now have six Para Pros (teacher aids) who are able to work with students both in the classroom, as well as by pulling them out to provide individual or small group instruction.
- **Character Education Program:** Students are taught daily the character education traits to help reduce discipline issues, create a safe school environment and teach students to make good choices. Students are highlighted daily for making good choices. Students get a "caught doing good ticket" which goes into a large drawing at the end of the month. Students receive certificates and a VIP lunch for adhering to the character trait of the month to help encourage students to make good choices on a daily bases.
- **Saturday School:** Provides students with an intense extended academic program each Saturday. Students who participate in the Saturday School Program work on closing up

- **Programs to Assist Students**
achievement gaps in the areas of Reading, Writing, Math, Science and Social Studies. Students receive remediation help on Saturday to improve their skill levels.
- **Summer School:** Students attend school in the month of July and August. Students focus on Reading, Writing, Math, Science, and Social Studies in an effort to move closer to being on grade level or above grade level.

Differentiated Instruction

- **Odyssey Learning Program:** The Odyssey Learning program is a computerized program that focuses on differentiated instruction. We take students where they are academically and move them to where they need to be. Students work at their own pace and ability levels. Students receive differentiated instructional materials which are set up based on their assessment levels. Once students have mastered a skill set based on their previous assessments, they move on to a higher skill set. The Odyssey Learning program seeks mastery from the student and takes students through a series of skill levels in terms of mastery before moving them on to the next level.
- **Guided Reading Program:** Students K-8 participate in the Guided Reading Program. The guided reading program is a differentiated Reading Program that takes the students where they are and quickly moves them to where they should be in terms of their Reading levels. Students are able to read non fiction and fiction materials at their ability level. Students experience a rigorous guided practice in comprehension, phonics, phonemic awareness, vocabulary, and fluency. This program is researched based and is aligned to NCLB.
- **DRA/MLPP:** Students K-8 are given a placement test which is based on their ability levels. These research based Reading Assessments help teachers pin point students strengths and abilities as readers in a quick one on one conference. Teachers give students a word analysis to help assess the 40 important skills in the areas of phonological awareness, meta-language, letter/word recognition, phonics, and structural analysis and syllabication.
- **Lucy Calkins:** All students K-8 participate in the writing program. The Lucy Calkins writing program provides students with the developmental stages of writing, supports the English Language learners and continually assesses the students writing ability. Students learn narrative and expository writing with increasing power and intimacy of writing. Additionally, students learn how to write with clarity and focus.
**These local programs have been described.

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

Crescent Academy coordinates and integrates funds from the Title I, Title II A, Title II D, Parent Teacher Organization funds to fund a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with skills and resources necessary to be successful in their educational role.

	Schoolwide Component	Fund Source	Programs
1.	Comprehensive Needs Assessment	<ul style="list-style-type: none"> • General Fund • Title 1 	<ul style="list-style-type: none"> • Saturday Remediation School (Reading, Writing Math) • After School Reading and Math Tutorial
2.	Schoolwide Reform Strategies	<ul style="list-style-type: none"> • General Fund 	
3.	Instruction by Highly Qualified Professional Staff	<ul style="list-style-type: none"> • Title II A • General Fund 	<ul style="list-style-type: none"> • All staff (teachers) are highly qualified
4.	Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	<ul style="list-style-type: none"> • General Fund • Title IIA • Parent Teacher Organization 	<ul style="list-style-type: none"> • Lucy Calkins Reading and Writing training series • Teachers with less than three years of experience will receive Mentoring and Training • Teachers will attend conferences to support continual learning in the areas of Reading, Writing and Math
5.	High-Quality and Ongoing Professional Development	<ul style="list-style-type: none"> • Title II A • General Fund 	<ul style="list-style-type: none"> • KC4 (GLCE) Training • DRA 2 (Developmental Reading Assessment) to inform and drive

			<p>Reading Instruction</p> <ul style="list-style-type: none"> • MLPP Assessment Training
6.	Parent Involvement	<ul style="list-style-type: none"> • General Fund • Title I 	<ul style="list-style-type: none"> • Meet the teacher night • Curriculum Night • Parent Workshops to help children with Math
7.	Transition Strategies	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • Kindergarten Round Up
8.	Teacher Participation in Making Assessment Decisions	<ul style="list-style-type: none"> • General Fund • Title II A 	<ul style="list-style-type: none"> • Curriculum Meetings • Grade Level Meetings • Assessment of Reading and Writing Data
9.	Timely and Additional Assistance to Students	<ul style="list-style-type: none"> • Title I • Special Ed. Fund • 31a • General Fund 	<ul style="list-style-type: none"> • After School tutoring • Social Work Services • Speech Services • Psychologist • Occupational Therapist
10.	Coordination and Integration of Federal, State, and Local Programs and Resources	<ul style="list-style-type: none"> • General Fund 	<ul style="list-style-type: none"> • The coordination of funds is completed by the State and Federal Programs Coordination with staff, school administration and the Central Office

Title and Grant Budget 2008-2009

Fund Source	Dollar Amount
Title I	93,776.00
Title II A	14,497.00
Title II D	881.00
31A	94,000.00

REQUIRED ELEMENTS OF THE DISTRICT CONSOLIDATED PLAN.

1. Curriculum Aligned Corresponding with Goals

The Academy uses the Kent County Collaborative Core Curriculum (KC4) to align with the Michigan Curriculum Framework. The KC4 is a teacher-created, standards-based, mastery curriculum developed to make the standards and benchmarks of the MCF and the national content standards meaningful to and useable for the classroom teacher. Grade level teachers meet to discuss curriculum and ensure complete coverage of all benchmarks. This includes in-house mapping with pacing guides, KC4, resources, and best practices. Instruction consists of a taught curriculum correlated to the written curriculum and implemented through weekly lesson plans (submitted to the administration). School Improvement meetings are held monthly, staff meetings are held weekly and teacher observations are conducted twice yearly in the fall and spring.

The tested curriculum incorporates standards, skills, and pupil learning expectations at appropriate grade level. It is tied to the taught and written curricula.

Student achievement is assessed by the Michigan Education Assessment Program (MEAP), Terra Nova test data, and Kent County (KC4) Assessments. Test results are compiled and reviewed. The data drives decisions about instructional strategy and professional development. The data is shared with teachers, parents, students and the Board of Directors of Crescent Academy. Elementary teachers also use MLPP as an additional means of gathering student data for instructional decision making on an on-going basis.

Annual test results will be compiled and compared to previous year's results. Our data analysis will illustrate Crescent's trends and progress and will help drive curriculum revision for the following school years.

The Academy recognizes that this is an ongoing process and continual review is planned. The principal monitors implementation of the curriculum through formal evaluation and "walk-troughs."

2. Development and Utilization of Community Resources and Volunteers

Since its inception, The Academy has been involved in the community to benefit the students and families we serve. We will continue to carry out plans to recruit and retain volunteers via school newsletters and personal contacts.

The Academy has a partnership with local firefighters to conduct safety instruction and career exploration. Additionally, the local Red Cross implements a health instruction program. The “Mobile Dentist” visits the school to instruct the students on proper dental care and provide services.

Our students and staff participate in community outreach programs such as the Gleaners food drive, local soup kitchens, Kids-N-Coins fundraiser and the Crescent Cares benevolence program.

School staff maintains relationships with parents and community members to make available Reading Month volunteers, visits by local musicians, authors, artists and Career Day guests.

Additionally, the Academy donates space for our local Girl Scout Troop, which is involved in community service projects.

3. Role of Adult and Community Education, Libraries, and Community Colleges in the Learning Community

The Academy works to be accessible by its community, and utilize to the best of its ability community resources including local libraries. The Academy works in cooperation with Kumon USA Incorporated to offer after school tutorial program to our students, as well as students within our surrounding community. The school works with the local library to offer class field trips, gain resources to use in the classroom, and provide students with literature on library programs. While the Academy is in its fourth year of operation, it will continue to become more involved as it moves forward.

4. Building Level Decision-Making

As an independent Public School Academy, all decisions concerning the school improvement process are made at the building level. The school improvement committee includes a Board member, a parent, the principal, the assistant principal, all classroom teachers, a community leader, and paraprofessional.

The committee will continue to hold a series of meetings to review the Academy’s mission statement and educational goals throughout the year, to establish goals (with rationale and measures), and to propose potential strategies to achieve those goals based on on-going assessments.

The committee’s decision making process follows a model designed to reach consensus through formal discussions. Consensus decisions depend upon the agreement of all committee members. The final improvement plan will be submitted to the committee, and subsequently to the Academy Board for final approval.

The administration and staff will be responsible for implementing and monitoring the plan. The plan will be discussed during staff meetings throughout the year. The committee will meet quarterly for updates on SIP progress, and to consider revisions. Additionally, the plan will be reviewed and discussed monthly at staff meetings to include the entire staff.

5. Development of Alternative Measures of Assessment

The Academy is continually developing authentic assessments at all levels. In alignment with the Grade Level Content Expectations, mastery criteria are determined for each content area and grade level. Assessment methods are chosen based on that criterion. Several types of authentic assessments are implemented on a regular basis. Holistic assessments such as portfolios, presentations and projects are used in all content areas as appropriate. Teacher observation, oral/one-on-one assessment, demonstrations with manipulatives and classroom tools, and running records are also incorporated into the assessments. Where appropriate students are assessed using personal journals as well as rubrics.

6. Methods for Effective Use of Technology, as a Way of Improving Learning and Delivery of Services, and for Integration of Evolving Technology in the Curriculum

Technology – An MDE-approved technology plan to support our curriculum needs is in place. Currently, 100% of our instructional staff is equipped with a classroom teacher computer. Additionally, the following hardware technology is housed within the school:

- A computer lab with 24 desktops and 2 desktops per classroom, all with internet access.
- 3 computers in the library & 1 teacher computer with internet access
- 4 TV/VCR/DVD
- A combination CD player and radio per elementary level classroom
- Overhead projectors
- After-school Odyssey Learning Program (individualized to student needs)

7. Ways to Make Available in as Many Fields as Possible, Opportunities for Structured On-the-Job Learning

The Academy holds an annual career day. The Career Day committee invites speakers to address the students regarding different aspects of their career and educational goals required. Both degreed and non-degreed careers are spoken about. In addition to this, the Academy works in cooperation with Michigan First Credit Union to operate a student run branch. Finally, career pathways are being implemented in grades 7 and 8.

Appendix A

Schoolwide Action Plan

A. READING

B. WRITING

C. MATHEMATICS

D. SCIENCE

E. SOCIAL STUDIES

A. READING

School Improvement Action Plan Grades K-8

State of Michigan School Improvement Planning Template

School: Crescent Academy		School Year: 2008- 2009						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Reading (K-2)		<input checked="" type="checkbox"/> Active Goal			<input type="checkbox"/> Maintenance Goal			
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in Reading and criterion-referenced assessments will increase by 5%.								
Statement of gap in student achievement (Need Statement): Based on a review of local and state assessments, our students are below average in reading.								
Contribution Cause for the gap in student achievement: Lack of a consistent approach in Reading.								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Materials & Resources	Student Turnover	Student Engagement			Consistent & Updated Curriculum			
Consistent Teaching Approach	Parent Involvement	Communication & Collaboration						
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2009, the number of students who meet or exceed state achievement standards in Reading as assessed by the Terra Nova, MEAP and DRA will increase by 5%.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, DRA and Terra Nova assessments								
Strategy Statement: Teachers will research and utilize best practices in reading instruction that focus on differentiating instruction for targeted groups, especially males, incorporating collaboration among grade level teachers, sharing of strategies and results and the use of technology.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Teachers and students will utilize word walls in active and engaging manners	K-2 Staff	September 2008	June 2009	Sentence strips Pointers Sharpies List of sight words on grade-level		\$500 grade level	Grade level content teams will report out academic achievement.	
K-2 Teachers will be trained in the use of Literacy Centers using flexible grouping to increase	K -2 Staff	September 2008	June 2009	Literacy Games Mani-pulatives		\$2000 grade level	Grade level content teams will report out academic achievement.	

fluency and comprehension								
3. Students will utilize Reader's Theater as a means of		September 2008	June 2009	Membership to Internet sites such as readingatoz.com, abcteach.com		\$1500	Grade level teams will report out academic achievement.	
4. Teachers will utilize MLPP (K-2 nd) and DRA (in 1 st & 2 nd grades) assessments to drive future instruction.	K-2 Staff	September 2008	June 2009	MLPP assessment & DRA assessment		\$1750	Grade level Teams will meet To review assessment data and student progress	Assessment data of student growth in reading.
5. Teachers in grades K-2 will demonstrate the use of graphic organizers to illustrate patterns, summaries, and/or comparisons	K-2 Staff	September 2008	June 2009	Leveled library books and authentic reading material		\$2000	Individual teachers	Improved achievement in reading assessments
6. Students in grades K-2 will read independently for at least 15 minutes daily.	K-2 Staff and students	September 2008	June 2009	Teacher generated			Individual teachers	Improved achievement in reading assessments

Other Required Information

What research did you review to support the use of this strategy and action plan?
Assessment data, research into best practices in literacy.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? **DRA and MLPP training, training in guided reading, training in literacy approaches.**

How has the school integrated its available fiscal resources to support this strategy and action steps?
To purchase needed materials and for training purposes.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? **TestWiz for data analysis, Compass Learning System**

Monitoring and Evaluation

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

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

State of Michigan School Improvement Planning Template

School: Crescent Academy				School Year: 2008- 2009				
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Reading (gr. 3-8)		<input checked="" type="checkbox"/> Active Goal			<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal	
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in Reading as assessed by local norm and criterion- referenced assessments, will increase by 5%.								
Statement of gap in student achievement (Need Statement): Based on a review of local and state assessments, our students are below the state average in Reading.								
Contributing Cause for the gap in student achievement: Lack of a consistent approach to Reading.								
List the multiple sources of data used to identify the gap in student achievement: MEAP data, Terra Nova, schoolwide assessments								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Materials & Resources	Student Turnover	Student Engagement			Consistent & Updated Curriculum			
Consistent Teaching Approach	Parent Involvement	Communication & Collaboration						
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2009, the number of students who meet or exceed state achievement standards in Reading as assessed by the Terra Nova, MEAP and DRA will increase by 5%.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP, DRA and Terra Nova assessments								
Strategy Statement: Teachers will research and utilize best practices in reading instruction that focus on differentiating instruction for targeted groups, especially males, incorporating collaboration among grade level teachers, sharing of strategies and results and the use of technology.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Grades 3-8 staff will be trained in the use of reading centers using flexible grouping to increase fluency and comprehension.	3-8 teachers	September 2008	June 2009	Guided reading workshops		\$300.00	Sign in sheet	Implementation of guided reading in classrooms.
2. Students will receive guided reading lessons to improve fluency and comprehension.	3-8 teachers	September 2008	June 2009	Leveled library books and authentic reading material		\$2000.00	Individual teachers	Improved achievement in reading assessments

3. Teachers in grades 3-8 will demonstrate the use of graphic organizers to illustrate patterns, summaries, and/or comparisons.	3-8 teachers	September 2008	June 2009	Teacher generated			Individual teachers	Improved achievement in reading assessments
4. Students will read and identify/depict different types of genres.	3-8 teachers	September 2008	June 2009	KC4, library books, class sets of books		\$700.00	Teacher led reading groups	Improved achievement in reading assessments
5. Students will read informational texts across the curriculum with fluency.	3-8 teachers	September 2008	June 2009	Science, social studies, math texts			Teacher observation	Improved achievement in reading assessments
6. Students in grades 3-8 will read independently for 30 minutes daily.	3-8 teacher and students	September 2008	June 2009	Library books			Teacher observation	Improved achievement in reading fluency and comprehension

Other Required Information

What research did you review to support the use of this strategy and action plan? Best Practices by Zemelman, Classroom Instruction that Works by Marzano

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Continued training in KC4, small group and guided reading instruction, and training in using the DRA assessment to drive future reading instruction.

How has the school integrated its available fiscal resources to support this strategy and action steps? To purchase needed materials and for training purposes.

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

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? Information of the implementation of this strategy will be collected during the school year as delineated above. Evidence collected will include; agendas, results of surveys, samples of lesson plans, and student scoring on grade level writing on rubrics.

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

B. WRITING

State of Michigan School Improvement Planning Template

School: Crescent Academy		School Year: 2008- 2009						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Writing (K-5)		<input checked="" type="checkbox"/> Active Goal			<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal	
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in Writing as assessed by local norm and criterion- referenced assessments, will increase by 5%.								
Statement of gap in student achievement (Need Statement): Based on a review of local and state assessments, our students are below the state average in Writing.								
Contributing Cause for the gap in student achievement: Lack of a consistent approach to writing.								
List the multiple sources of data used to identify the gap in student achievement: student writing samples, and MEAP writing assessment results								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Materials & Resources	Student Turnover	Student Engagement			Consistent & Updated Curriculum			
Consistent Teaching Approach	Parent Involvement	Communication & Collaboration						
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2009, the number of students who meet or exceed state achievement standards in writing will increase by 10% as measured by the MEAP assessment.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP results and Lucy Calkins Units of Study rubrics for each unit								
Strategy Statement: Teachers will research and begin to implement best practices around writing instruction that focus on including details and differentiate instruction for targeted groups, especially males, incorporating collaboration among grade level teachers, sharing of strategies and results.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Staff will be trained on and implement the Lucy Calkins series, "Units of Study for Primary Writers" (K-2) "Units of Study for Teaching Writing, Grades 3-5"	K-5 teachers	Summer 2008	June 2009	Calkins Units of Study		\$2,700.00	Survey of staff by SI team	Results of survey
2. Students will write	K-5 teachers	September 2008	June 2009	KC4, Lucy		\$2000.00	Grade level teams	Impromptu/journal writing, increased

and depict different types of genre.				Calkins				quarterly writing assessments
3. Students in all grades will practice writing skills in content areas regularly.	K-5 teachers	September 2008	June 2009	KC4, Lucy Calkins			Grade level teams	Improved writing achievements
4. Teachers will model and instruct students using the Lucy Calkins model to develop sentence fluency, word choice, and conventions.	K-5 teachers	September 2008	June 2009	KC4, Lucy Calkins			Grade level teacher meetings	Improved writing achievements
5. Students will write in their journals daily using different themes.	K-5 teachers	September 2008	June 2009	KC4, Lucy Calkins			Individual teacher	Improved writing achievement
6. Students will write in their science/social studies/math journals about topics covered	3-5 teachers	September 2008	June 2009	KC4, Lucy Calkins			Individual teachers	Improved writing achievement
Other Required Information								
What research did you review to support the use of this strategy and action plan? “Units of Study for Teaching Writing for Grades 3-5” by Lucy Calkins								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Professional development and training in utilizing the Lucy Calkins series, training in utilizing rubrics to assess student writing, training and opportunities for reflecting on student writing samples and assessment results.								
How has the school integrated its available fiscal resources to support this strategy and action steps? Professional development on utilizing Lucy Calkins writing series, purchasing materials.								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? TestWiz analysis of MEAP writing data.								
Monitoring and Evaluation								
What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan?								
Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.								

State of Michigan School Improvement Planning Template

School: Crescent Academy		School Year: 2008- 2009						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Writing (6-8)		<input checked="" type="checkbox"/> Active Goal			<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal	
Student Goal Statement: All students will be proficient writers.								
Statement of gap in student achievement (Need Statement): Students are below grade level ability in writing skills in all areas, and boys scored considerably lower than girls scored.								
Contributing Cause for the gap in student achievement: Socioeconomic status, a large number of new students, and gender bias are all contributing causes for this gap in student achievement								
List the multiple sources of data used to identify the gap in student achievement: MEAP, Quarterly Exams, Terra Nova Test								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Materials & Resources		Student Turnover		Student Engagement		Consistent & Updated Curriculum		
Consistent Teaching Approach		Parent Involvement		Communication & Collaboration				
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2009, the number of students who meet or exceed state achievement standards in math as assessed by the Terra Nova, MEAP, and quarterly exams increase by 5%.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Ongoing writing portfolios, written projects, and MEAP writing results								
Strategy Statement: Teachers will research best practices and implement effective strategies, including use of technology and literature, to improve students' writing, especially with regard to organization, details, and conventions.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Use picture books and novels (Mentor Texts) to generate authentic topic options from which students can choose	Language Arts teachers	September 2008	June 2009	Picture books and novels			Curriculum	
2. Use folders for students to compile effective strategies according to traits	Language Arts teachers	September 2008	June 2009	Folders and paper			Reference the folders for during each written assignment	
3. Teachers will be trained in the Writing Workshop	Language Arts teachers	Summer 2008	June 2009	Lucy Calkins Writing Series texts,	GISD / Building Trainer	\$400	Collaborative Meetings	

method and Lucy Calkins' writing series and Nancie Atwell writing series "Lessons That Change Writers".				Nancie Atwell series				
4. Develop a rubric and portfolio system for teachers and students to evaluate work and chart growth	Language Arts teachers	June 2008	September 2008	MEAP rubrics and Lucy Calkins rubrics.				
5. All teachers will reinforce writing skills in every content area by using echo answers in their bell work	All teachers	September 2008	June 2009					
6. Students will use information about one individual in U.S. history to write his biography	Language Arts Teacher	October 2008	November 2008	Internet and Library Access	Southfield Public Library		Research	
7. The students will research issues in the field of science from multiple perspectives to formulate their own educated opinions about the topic	Language Arts Teacher	February 2009	March 2009	Newspapers, Scientific journal articles, and internet access	Southfield Public Library		Multiple Perspectives Chart (completed by students)	

Other Required Information

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

6 + 1 traits of Writing ; "Teaching the 6 Traits of Writing with Children's Literature" Workshop ; The Art of Teaching Writing (Lucy Calkins)

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

Professional development in Lucy Calkins Series and 6 Traits ; use of computers for typing and grammar / spell-check tools
Integration of research –based thematic units that are inter-disciplinary and promote critical thinking

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

6 Traits Workshop ; "Building Writing Communities" Workshop ; Fully equipped computer lab for student use

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

The school has researched excellent websites for student research and incorporated research trips to the library in next year's calendar

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? All staff will be trained in the application of technology software and how to use it

with students in the classroom.

Monitoring and Evaluation

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

Student portfolios and assignments will show progress as noted above for the corresponding activities ; staff members who complete workshops or readings will re-teach what they have learned and discuss best practices in collaborative meetings

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

C. MATHEMATICS

State of Michigan School Improvement Planning Template

School: Crescent Academy		School Year: 2008- 2009						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Math (K-2)		<input checked="" type="checkbox"/> Active Goal			<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal	
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in Math as assessed by local and state norm and criterion- referenced assessments will increase by 5%.								
Statement of gap in student achievement (Need Statement): Based on a review of local and state assessments, our students are below the state of average in Math.								
Contributing Cause for the gap in student achievement: Lack of a consistent approach to Mathematics instruction.								
List the multiple sources of data used to identify the gap in student achievement: Terra Nova, MEAP math assessment, KC4 unit assessments in mathematics								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Materials & Resources	Student Turnover	Student Engagement			Consistent & Updated Curriculum			
Consistent Teaching Approach	Parent Involvement	Communication & Collaboration						
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2009, the number of students who meet or exceed state achievement standards in math as assessed by the Terra Nova, MEAP, and quarterly exams increase by 5%.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Terra Nova test results, MEAP assessments, and quarterly assessments								
Strategy Statement: Teachers will research best practices around math instruction that focuses instruction for targeted groups, especially males, incorporating collaboration among grade level teachers, sharing of strategies and results.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Students will be actively engaged in Math centers daily	K-2 staff and students	Summer 2008	June 2009	Manipulatives Math games Overhead manipulatives for teacher demonstration		\$2000/grade	Itemized list of materials Grade level reports on student progress	Teacher implementation of KC4
2. Students will solve word problems with a variety of	K-2 staff and students	September 2008	June 2009	Problem of the day- Scott Foresman Math Vocabulary		\$ 500	Ongoing Teacher Assessment and observation	Improved achievement on multi- step problems

word structures and solution paths				books/word wall				
3. Continue to use representations to make abstract ideas more concrete	K-2 staff and students	September 2008	June 2009	Hello Math Readers Math Start Picture Books Concrete manipulatives		\$ 1000/grade level	Grade level teams will report on key learning applications	Improved achievement on problem solving assessments
4. Staff will be trained on and implement KC4 curriculum focusing on math	K-2 teachers	September 2008	June 2009	KC4 curriculum			Sign in sheets	Improved achievement on problem solving assessments
5. Teachers will model and instruct students on identifying key words in word problems to identify the operation required	K-2 teachers	September 2008	June 2009	KC4, Teacher resource books			Grade level teams will report on key learning applications	Improved achievement in science/social studies assessments
6. Teachers will instruct and review the fact families for the different operations, assisting students in making connections	K-2 teachers	September 2008	June 2009	Teacher resource books			Grade level team meetings	
7. Students in grades K-2 will demonstrate their mathematical knowledge in science/social studies through the use of dates, maps, charts, graphs, and measurement.	K-2 teachers	September 2008	June 2009	KC4			Individual teacher evaluation	

[Other Required Information](#)

<p>What research did you review to support the use of this strategy and action plan? Assessment data</p>
<p>What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? KC4 mathematics curriculum training, training in mathematics resources</p>
<p>How has the school integrated its available fiscal resources to support this strategy and action steps? Training and materials</p>
<p>How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? TestWiz data analysis, Compass Learning</p>
<p style="text-align: center;">Monitoring and Evaluation</p>
<p>What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? Terra Nova test results, KC4 assessments, quarterly assessments</p>
<p>Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.</p>

State of Michigan School Improvement Planning Template

School: Crescent Academy		School Year: 2008- 2009						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Math (3—5)		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal		
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in Math as assessed by local and state norm and criterion- referenced assessments will increase by 5%.								
Statement of gap in student achievement (Need Statement): Based on a review of local and state assessments, our students are below the state of average in Math.								
Contributing Cause for the gap in student achievement: Lack of a consistent approach to Math.								
List the multiple sources of data used to identify the gap in student achievement: Terra Nova, MEAP math assessment, KC4 unit assessments in mathematics								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Materials & Resources	Student Turnover	Student Engagement	Consistent & Updated Curriculum					
Consistent Teaching Approach	Parent Involvement	Communication & Collaboration						
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2009, the number of students who meet or exceed state achievement standards in math as assessed by the Terra Nova, MEAP, and quarterly exams increase by 5%.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Terra Nova test results, MEAP assessments, and quarterly assessments								
Strategy Statement: Teachers will research best practices around math instruction that focuses instruction for targeted groups, especially males, incorporating collaboration among grade level teachers, sharing of strategies and results.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		September 2008	June 2009					
1. Staff will be trained on and implement KC4 Curriculum Focusing on math	3- 5 teachers	September 2008	June 2009	KC4 Curriculum		\$400.00	Sign In Sheets	Teacher implementation of KC4
2. Teachers will instruct, model, guide students to	3- 5 teachers	September 2008	June 2009	Teacher resource books		\$400.00	Grade level teams will report on key	Improved achievement on multi- step problems

practice and solve multi-problems.							learning applications	
3. Teachers will model and instruct students on identifying key words in word problems to identify the operation required	3-5 teachers	Summer 2008	June 2009	Teacher resource books			Grade level teams will report on key learning applications	Improved achievement on multi- step problems
4. Teachers will instruct and review the fact families for the different operations, assisting students in making connections.	3-5 teachers	Summer 2008	June 2009	Teacher resource books			Grade level team meetings	Improved achievement on multi- step problems
5. Students in grades 3-5 will demonstrate their mathematical knowledge in science/social studies through the use of dates, maps, charts, graphs, and measurement	3-5 teachers	Summer 2008	June 2009	KC4 Curriculum			Individual teacher evaluation	Improved Achievement in science/ social studies assessments

Other Required Information

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

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

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

How has the assessed the need for, and integrated the use of, telecommunication and informational technology to support this strategy and action steps? All staff will be trained in the application of technology software and how to use it with students in the classroom.

Monitoring and Evaluations

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? Terra Nova test results, KC4 assessments, and quarterly assessments.

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

State of Michigan School Improvement Planning Template

School: Crescent Academy		School Year: 2007 - 2008						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Mathematics (6-8)		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal		
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in math proficiency as assessed by local norm and criterion – referenced will increase by 5%.								
Statement of gap in student achievement (Need Statement): Based on local and state assessments our students fall below average on math competency.								
Contributing Cause for the gap in student achievement: Lack of consistency with mathematics instruction.								
List the multiple sources of data used to identify the gap in student achievement: MEAP mathematics assessment , Terra Nova mathematics assessment, KC4 unit assessments in mathematics								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Materials & Resources	Student Turnover	Student Engagement			Consistent & Updated Curriculum			
Consistent Teaching Approach	Parent Involvement	Communication & Collaboration						
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: By June 2009, the number of students who meet or exceed state achievement standards in math as assessed by the Terra Nova, MEAP, and quarterly exams increase by 5%.								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:								
Strategy Statement: Teachers will research best practices around problem solving that focus on differentiated instruction for targeted groups. Teachers will provide opportunities for students to use problem solving strategies. Students will justify answers and solution processes.								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
1. Teachers will provide individualized story problems for students	Grade 6-8 Math Instructor (s)	Sept 2008	June 2009	Workbook			Grade level terms will report key	Sample problems provided for students
2. Teachers will teach the G.U.E.S.S solving process	Grade 6-8 Math Instructor (s)	Sept 2008	June 2009	workbook				
3. Staff will be trained on and implement KC4 curriculum focusing on math	Grade 6-8 Math Instructor (s) Principal	Sept 2008	June 2009	KC4 Curriculum			Sign in sheet	Teacher implementation of KC4
4. Students will practice and solve multi-step problems	Grade 6-8 Math Instructor (s) Students	Sept 2008	June 2009	Paper Pencils Manipulatives			Samples of student work	Demonstrated improvement in students ability to

									solve multi-step problems on MEAP/KC4 Assessments
5. Students will use a problem-solving approach to identify key words when solving word problems	Grade 6-8 Math Instructor (s) Students	Sept 2008	June 2009	Resource Books Paper Pencils					Demonstrated improvement in students ability to solve multi-step problems on MEAP/KC4 Assessments
6. Students will effectively solve math problems using a variety of manipulatives	Grade 6-8 Math Instructor (s) Students	Sept 2008	June 2009	Manipulatives Books Paper Pencil					Demonstrated improvement on MEAP/KC4 Assessments
7. Students will effectively use math vocabulary when writing or speaking about mathematics	Grade 6-8 Math Instructor (s) Students	Sept 2008	June 2009	Math Vocabulary			Verbal and written discussions with students		Demonstrated improvement on MEAP/KC4 Assessments
8. Teachers will assign homework for the purpose of students practicing skills and procedures that have been the focus of instruction	Grade 6-8 Math Instructor (s)	Sept 2008	June 2009	Paper Resource Books Pencil			Lesson Plans Documentation of assignments in daily planners		Checklist/Chart of students who have returned homework
9. Students will reason inductively and deductively	Grade 6-8 Math Instructor (s) Students	Sept 2008	June 2009	Paper Pencils					
10. Teachers will integrate technology through the use of interactive websites and software	Grade 6-8 Math Instructor (s) Students	Sept 2008	June 2009	Computers PC Software Laptop Overhead Transparencies Internet Access Projector			Lesson Plans Classroom Observations		Active engagement in lesson
11. Students will utilize learning thru software that focuses on math concepts	Grade 6-8 Math Instructor (s) Students	Sept 2008	June 2009	Computer Software Internet Access			Schedule of students computer day		Student Report of activities/progress made while on software
12. Students will justify answers and solution processes	Grade 6-8 Math Instructor	Sept 2008	June 2009	Paper Pencil					

	r (s) Students							
Other Required Information								
What research did you review to support the use of this strategy and action plan? Authentic assessment, state assessment								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Training in KC4 mathematics curriculum and implementation								
How has the school integrated its available fiscal resources to support this strategy and action steps? Training and materials								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Test Wiz analysis and Compass Learning								
Monitoring and Evaluation								
What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan?								
Annually, provide an outcome statement, and evidence that describes the success in meeting this goal.								

State of Michigan School Improvement Planning Template

School: Crescent Academy		School Year: 2008-09							
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)									
Content Area: Science (K-8)		<input checked="" type="checkbox"/> Active Goal		<input type="checkbox"/> Maintenance Goal		<input type="checkbox"/> Revised Goal			
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in Science as assessed by MEAP, by local norm and criterion-referenced assessments (Terra Nova) will increase by 5%									
Statement of gap in student achievement (Need Statement): To increase the number of students achieving proficiency in science on the MEAP test by 5% and to increase the national Percentile Ranking of students on the Terra Nova test by 5%.									
Contributing Cause for the gap in student achievement: We have an increased in the number of new students who enrolled in our school fell below the state level in Reading, Writing, Math, Science and Social Studies.									
List the multiple sources of data used to identify the gap in student achievement: MEAP assessment data from fall 2005, 2006, and 2007; Terra Nova standardized test & the KC4 curriculum science assessments.									
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)									
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:									
Uses Best Practices		Student Engagement		Professional Development		Clear Expectations		Multiple Types	
Coaching & Facilitation		Technology		Parent Involvement		Volunteering		Students	
Section III: Plan to Accomplish Student Achievement Goals									
Measurable Objective Statement to support Goal: Increase the number of students achieving proficiency in science on the MEAP assessment by 5% and increase the national percentile ranking of students on the Terra Nova test by 5%									
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP results, MEAP released items, KC4 curriculum science assessments, Terra Nova Science results, samples of the students' evaluated work, and the students Science Fair preparation and projects.									
Strategy Statement: Teachers will provide science instruction in their classrooms that is well-organized, creative, and focuses on various learning types. Instruction will focus on science reasoning, vocabulary and the application of the scientific method in problem solving and inquiry situations. Instruction will be sufficiently diversified so as to address the need of low performing sub-groups at each grade level. Lesson will include the use of nonlinguistic representations of concepts where possible, cooperative learning activities, and instructional best practices, such as effective questioning and cuing techniques, and the use of graphic organizers (cf. Marzano, <u>A Handbook for Classroom Instruction that Works</u>).									
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success	
		Begin	End	Resource	Source	Amount			
Staff will read the "Recommendations for Teaching Science" from <u>Best Practices: New Standards for Teaching and Learning in America's School</u> (Zemelman).	All teachers	Sept. 2008	Nov. 2008	<u>Best Practice: New Standards for Teaching and Learning in America's Schools</u> , pgs. 83-106.			Staff meetings will devote time for staff to share promising practices in science instruction in their classrooms.	Staff meeting agendas. Walkthrough observations.	

							Classroom walkthroughs	
Grade level and/or grade span teachers will meet on a regular basis to focus on and collaborate about instructional best practices	All teachers	June 2008	June 2009				Meetings will be attended by either the school leader or the curriculum coordinator.	Meetings agendas. Lesson Plans that incorporate these best practices. Documented records of Improvement in student performance.
Students will take part in regular activities that involve problem solving strategies using scientific reasoning and application of the scientific method.	All teachers	Sept. 2008	June 2009	Notebooks For each student			Teachers will provide updates at staff meetings at least monthly. Sharing of student work.	Staff meeting agendas. Student samples turned in bi-weekly.
Students will complete vocabulary activities on a weekly basis and teachers will increase use and emphasis of science vocabulary during instruction time.	All teachers	Sept. 2008	June 2009	Vocabulary list for each grade level from MEAP, Terra Nova and the KC4.			Lesson plans will include specific reference to key vocabulary covered in each lesson (both prerequisite and new).	Lesson Plans. Classroom observations. Increased student understanding and use of scientific concepts and vocabulary. Samples of student work.
Students will learn science concepts and skills involving real life and relevant experiences	All teachers	Sept. 2008	June 2009	Supplemental materials, field trips community speakers.			Lesson plans will include activities that make teaching and learning science concepts relevant using real life experiences. Field trip requests will have to describe how the experience	Lesson plans. Field trip follow up. Increase in student interest and understanding of science concepts and skills.

				Monitoring and Evaluation		will	Results of student	
What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress of this plan? An effective action plan should render an increase in science on the MEAP by at least 5% MEAP proficiency data, classroom assessments, computer application progress data, and graded student work will be used to monitor the progress of this plan.				(a) the number of students who have achieved proficiency		understanding	and	
Annually, provide an outcome statement, and evidence that describes the success in meeting of the topic(s) to be covered.								
						Trips must include some academic component for students to complete either before, during or after the trip such as scavenger hunts, summary reports writing, etc).		
Students at all grade levels will use hands on manipulative to learn science concepts.	All teachers	Sept. 2008	June 2009	Grade appropriate science kits and/ or sets of manipulative		\$500.00	Lesson plans will include specific descriptions of materials to be used during the teaching of new skills and /or remediation of previous skills.	Lesson Plans. Documented records of improvement in student performance. Walkthrough observations.
				Other Required Information				
What research did you review to support the use of this strategy and action plan? <u>What Works in Schools</u> , (Marzano et. al., 2003); <u>A Handbook for Classroom Instruction that Works</u> , (Marzano et. al., 2001); <u>Best Practices: New Standards for Teaching and Learning in America's Schools</u> , (Zemelman et. al., 2005); <u>Checking for Understanding</u> , (Fisher & Frey, 2007); <u>Making Content Comprehensible for English Learners</u> , (Echevarria et. al., 2004); <u>Michigan's Educational Assessments Preparation & Best Practice</u> (Michigan Reading Association, 2006).								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Meeting time to discuss and commit to effective instructional practices (including teaching science across the curriculum); staff development on making science more hands- on and relevant to students; development of collaborative teams for sharing effective practices (and for co-teaching, team teaching, and team assessing).								
How has the school integrated its available fiscal resources to support this strategy and action steps? The fiscal resources are available through Title I funds and the General Fund.								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The school purchased the updated version of the Odyssey Learning Program (differentiated instruction) to assist and aid students in closing up the achievement gaps in the area of Science. All students go to the computer lab 1-2 times a week to work on Scientific concepts using the computer lab.								

E. SOCIAL STUDIES

School Improvement Planning Template

School: Crescent Academy		School Year: 2008-09						
Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)								
Content Area: Social (K-8)		(X) Active Goal		() Maintenance Goal				
() Revised Goal								
Student Goal Statement: By June 2009, the number of students who meet or exceed state achievement standards in Social Studies as assessed by MEAP, by local norm and criterion-referenced assessments (Terra Nova) will increase by 5%								
Statement of gap in student achievement (Need Statement): To increase the number of students achieving proficiency in social studies on the MEAP test by 5% and to increase the national Percentile Ranking of students on the Terra Nova test by 5%.								
Contributing Cause for the gap in student achievement: We have an increased in the number of new students who enrolled in our school fell below the state level in Reading, Writing, Math, Science and Social Studies.								
List the multiple sources of data used to identify the gap in student achievement: MEAP assessment data from fall 2005, 2006, and 2007; Terra Nova standardized test & the KC4 curriculum science assessments.								
Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)								
List the challenges that were identified during the assessment of the system processes and practices that align with this goal area:								
Uses Best Practices	Student Engagement	Professional Development	Clear Expectations	Multiple Types				
Coaching & Facilitation	Technology	Parent Involvement	Volunteering	Students				
Section III: Plan to Accomplish Student Achievement Goals								
Measurable Objective Statement to support Goal: Increase the number of students achieving proficiency in social studies on the MEAP assessment by 5% and increase the national percentile ranking of students on the Terra Nova test by 5%								
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: MEAP results, MEAP released items, KC4 curriculum social studies assessments, Terra Nova Social Studies results, samples of the students evaluated work.								
Strategy Statement: Teachers will provide social studies instruction in their classrooms that is well-organized, creative, and focuses on various learning types. Instruction will focus on social studies, vocabulary and the application of problem solving and inquiry situations related to social studies. Instruction will be sufficiently diversified so as to address the need of low performing sub-groups at each grade level. Lesson will include the use of nonlinguistic representations of concepts where possible, cooperative learning activities, and instructional best practices, such as effective questioning and cuing techniques, and the use of graphic organizers (cf. Marzano, <u>A Handbook for Classroom Instruction that Works</u>).								
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Staff will read the "Recommendations for Teaching Science" from <u>Best Practices: New Standards for Teaching and Learning in America's School</u>	All teachers	Sept. 2008	Nov. 2008	<u>Best Practice: New Standards for Teaching and Learning in America's Schools</u> , pgs. 83-106.			Staff meetings will devote time for staff to share promising practices in social studies instruction in their	Staff meeting agendas. Walkthrough observations.

(Zemelman).							classrooms.	
							Classroom walkthroughs	
Grade level and/or grade span teachers will meet on a regular basis to focus on and collaborate about instructional best practices	All teachers	June 2008	June 2009				Meetings will be attended by either the school leader or the curriculum coordinator.	Meetings agendas. Lesson Plans that incorporate these best practices. Documented records of Improvement in student performance.
Students will take part in regular activities that involve current social studies themes or units	All teachers	Sept. 2008	June 2009	Notebooks For each student			Teachers will provide updates at staff meetings at least monthly. Sharing of student work.	Staff meeting agendas. Student samples turned in bi-weekly.
Students will complete vocabulary activities on a weekly basis and teachers will increase use and emphasis of social studies vocabulary during instruction time.	All teachers	Sept. 2008	June 2009	Vocabulary list for each grade level from MEAP, Terra Nova and the KC4.			Lesson plans will include specific reference to key vocabulary covered in each lesson (both prerequisite and new).	Lesson Plans. Classroom observations. Increased student understanding and use of social studies concepts and vocabulary. Samples of student work.
Students will learn social studies concepts and skills involving real life and relevant experiences	All teachers	Sept. 2008	June 2009	Supplemental materials, field trips community speakers.		\$1500.00	Lesson plans will include activities that make teaching and learning social studies concepts relevant using real life experiences. Field trip requests will	Lesson plans. Field trip follow up. Increase in student interest and understanding of social studies concepts and skills.

							<p>have to describe how the experience will contribute to student interest and understanding of the topic(s) to be covered.</p> <p>Trips must include some academic component for students to complete either before, during or after the trip such as scavenger hunts, summary reports writing, etc).</p>	Results of student surveys/perceptions
Students at all grade levels will take part in online, virtual field trips using National Geographic	All teachers	Sept. 2008	June 2009	Internet access and computers		\$200.00	<p>Lesson plans will detail this activity.</p> <p>Classroom walkthroughs.</p> <p>Students will write about their experience</p>	<p>Lesson Plans.</p> <p>Documented records of improvement in student performance.</p> <p>Walkthrough observations.</p>
Other Required Information								
<p>What research did you review to support the use of this strategy and action plan? <u>What Works in Schools</u>, (Marzano et. al., 2003); <u>A Handbook for Classroom Instruction that Works</u>, (Marzano et. al., 2001); <u>Best Practices: New Standards for Teaching and Learning in America's Schools</u>, (Zemelman et. al., 2005); <u>Checking for Understanding</u>, (Fisher & Frey, 2007); <u>Michigan's Educational Assessments Preparation & Best Practice</u> (Michigan Reading Association, 2006).</p>								
<p>What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Meeting time to discuss and commit to effective instructional practices (including teaching social across the curriculum); staff development on making science more hands- on and relevant to students; development of collaborative teams for sharing effective practices (and for co-teaching, team teaching, and team assessing).</p>								
<p>How has the school integrated its available fiscal resources to support this strategy and action steps? The fiscal resources are available through Title I funds and the General Fund.</p>								
<p>How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? The school purchased the updated version of the Odyssey Learning Program (differentiated instruction) to assist and aid students</p>								

in closing up the achievement gaps in the area of Social Studies. All students go to the computer lab 1-2 times a week to work on Social Studies concepts using the computer lab.

Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? An effective action plan should render an increase (a) the number of students who have achieved proficiency in social studies on the MEAP by at least 5% MEAP proficiency data, classroom assessments, computer application progress data, and graded student work will be used to monitor the progress of this plan.

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

TBA

APPENDIX B

Parent/Student/Teacher Compact

Crescent Academy
Parent/Student/Staff Compact
“A Promise of Commitment”

In partnership with the parents of Crescent Academy students, we (Crescent staff members) commit ourselves to guiding each student in attaining high academic skills mastery, demonstrating exemplary moral character, and understanding their unique talents enabling them to become confident future leaders and lifelong learners.

We share the responsibility in providing a safe and secure environment to enhance learning. We strive to improve each student’s experience by continually assessing and evaluating their progress as measured by descriptive outcomes.

Parent/Guardian Agreement

It is important to have my child reach his full academic potential. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly
- Support the school in its efforts to maintain proper discipline
- Encourage my child to do his/her best
- Check, sign, and date the folder (grades K-2) or planner (grades 3rd – 8th) sent home weekly
- Establish a place and time for quiet study for homework
- Stay aware of what my child is learning
- Attend student-parent conferences, parent nights, and other school functions
- Have ongoing communication with my child’s teacher and school
- Share my child’s daily experiences at school
- Read with my child 15 minutes daily
- Provide a library card for my child
- Exhibit positive behavior around my child to reinforce my child’s positive behavior
- Become involved in the parent group and volunteering at school in some way
- Pick up my child by the designated time for after school activities

Parent/Guardian: _____ Date: _____

Student Agreement

It is important that I do the best I can. Therefore, I will do the following:

- Have my homework completed and returned on time
- Have the school supplies I need and ready for class
- Be accountable for all school work
- Always try to work to the best of my ability
- Utilize my planner on a daily basis to maintain organization
- Show respect for myself, my school/staff, and other students
- Follow the classroom and school-wide expectations (rules)
- Do my part in keeping my school clean and safe
- Attend and participate in in-school and after school activities (with parent permission)
- Believe in myself that I can and will learn

Student: _____ Date: _____

Teacher/Staff Agreement

Students must be given every opportunity to succeed. We will do our best in assisting your child in reaching his/her potential. Therefore, we will do the following:

- Provide an environment conducive to learning
- Have high expectations of our students and us by using best practice methods and techniques that work in the classroom
- Help discover your child's greatest learning style
- Maintain open lines of communication with parents in order to support student learning via phone calls and newsletters
- Seek ways to involve parents in classroom activities
- Make efficient use of academic time
- Give students homework with meaningful practice of instructional content and writing in all content areas
- Provide opportunities for our students to read in school
- Demonstrate care and concern for each student

Teacher: _____ Date: _____

Teacher Assistant: _____ Date: _____

Leadership: _____ Date: _____

APPENDIX C

BOARD POLICY ON PARENTAL INVOLVEMENT

PARENT PARTICIPATION IN TITLE 1 PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Educational Service Provider shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the Academy expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the PSA may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision making about the program and revisions in the plan;
- E. parents will be involved in the planning, review and improvement of the Title I program;
- F. information concerning Academy performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and healthy practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the academy will provide coordination, technical assistance and other support necessary to assist Title I staff to develop effective parental participation activities to improve academic achievement.

- J. an annual education of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs. Such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters; and
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Educational Service Provider/School Leader shall also assure that the Academy develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents rights to be involved and the Academy's obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 - 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education; and
- E. develops jointly with parents and Academy-parent compact which outlines the responsibilities of the Academy staff, the parents and the student for academic improvement, including:
 - 1. the Academy's responsibility to provide high quality, curriculum, and instruction in a supportive, effective learning environment;
 - 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom; and

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3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 USC 6318, Elementary and Secondary Education Act of 1965
34 CFR Part 200, et. seq.

Adopted 12/15/05

TITLE I – PARENT RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each Academy receiving Title I funds, the Educational Service Provider/School Leader shall make sure that all parents of students in the Academy are notified that they may request, and the Academy will provide the following information on the student's classroom teachers;

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching;
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived;
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned; and
- D. the qualifications of any paraprofessionals providing services to their child(ren);

In addition, the parents shall be provided information on the level of achievement of their child(ren) on the required State academic assessments and timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible in a language the parent(s) understand.

20 USC 6318, Elementary and Secondary Education Act of 1965
34 CFR Part 200, et. seq.

Adopted 12/15/05

APPENDIX D

TITLE I PARENTS SURVEY

Crescent Academy
 Title I Academic Services
 Parent Survey
 2008-2009

Your child received assistance from Title I Academic Services this year. Title I Academic Services is a federally funded program that offers our students additional help in reading, writing and math. The Title I Academic Services program has specific goals and activities that must be addressed throughout the school year. We would appreciate your input on the following survey so we can continue to improve JKL Bahweting School's Title I Academic Services Program.

	Yes	No	NA (Does not apply)
1. Are you satisfied with the Academic Services program our school district offers?			
2. Have you noticed any changes in your child's attitude, behavior, skills, and/or work habits as a result of receiving Academic Services assistance?			
3. Did your child have a positive attitude about school this year?			
4. Do you feel you have sufficient understanding of the purpose and goals of the Academic Services program?			
5. Have you attended any Academic Services Parent meetings, sessions, or trainings this year? (Book Swap, Build a Book, Family Technology, Literacy Seminar, Title I Annual Meeting)			
6. Did you find the Parent meetings and trainings to be helpful and worthwhile?			
7. Have you been given opportunities to discuss your child's progress with your child?			
8. Have you noticed an improvement in your child's reading ability this year?			
9. Have you noticed an improvement in your child's writing ability this year?			
10. Have you noticed an improvement in your child's math ability this year?			
11. Would you be interested in serving on a Title I Academic Services Parent Advisory Committee to help plan/share educational activities?			

My child's grade level: (circle) K, 1, 2, 3, 4, 5, 6, 7, 8

12. What suggestions would you make to improve our Title I Academic Services Program?

13. What Title I Academic Services parent trainings would you like to see offered next year that would help you assist your child in school?

(If needed, please use additional space for comments on the back of this page)