School Improvement Plan

Title I - Schoolwide
Single Building District

School Year: 2011 - 2012

ISD/RESA: Oakland Schools

School Name: Crescent Academy

Grades Served: PK,K,1,2,3,4,5,6,7,8,9,10,11

Principal: Ms. Cherise Cupidore

Building Code: 09445

District Approval of Plan:

_____
Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction

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

School Information

School:	**Crescent Academy**
District:	**Crescent Academy**
Public/Non-Public:	**Public**
Grades:	**PK,K,1,2,3,4,5,6,7,8,9,10,11**
School Code Number:	**09445**
City:	**SOUTHFIELD**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

WE, at Crescent Academy 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.

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, persistent and abiding curiosity as a prerequisite for sustained learning across a lifetime. We fully support the safety and health of all our staff in an effort to assure our mission is being carried out.

Beliefs Statement

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.

Goals

Name	Development Status	Progress Status
English Language Arts	Complete	Open
Mathematics Goal	Complete	Open
Science Goal	Complete	Open
Social Studies Goal	Complete	Open

Goal 1: English Language Arts

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: All students will increase proficiency in reading and writing.

Gap Statement: A:) Reading
Crescent Academy's aggregated 2010 - 2011 MEAP reading score is 75.1%. Crescent Academy Scantron Performacne Series scores for reading from from Spring 2010 to Spring 2011 show significant gains. In fact, there was a 249 point increase in reading from the Spring 2010 to Spring of 2011.

Crescent Academy's aggregate 2009 - 2010 MEAP reading score is 67% proficient. When comparing Crescent Academy's reading MEAP scores to the state of Michigan's scores, the biggest difference occurs in 3rd grade with a difference of 23% and the smallest difference occurs in 8th grade with a difference of 4%.

For the Fall 2010 - 2011 MEAP Test in terms of reading the following reading scores were achieved: (3rd grade) Reading Level 1 or 2 = 85.71%, Economically Disadvantage Level Reading 1 or 2 = 84%, Students with Disabilities Level 1 or 2 = < 10%. (4th grade) Reading Level 1 or 2 = 75.93%, Economically Disadvantage Level 1 or 2 Reading = 83%, Students with Disabilities Level 1 or 2 = < 10% (5th grade) Reading Level 1 or 2 = 68%, Economically Disadvantage Level 1 or 2 Reading = 66%, Students with Disabilities Level 1 or 2 = < 10% (6th grade) Reading Level 1 or 2 = 69.39%, Economically Disadvantage Level 1 or 2 Reading = 68%, Students with Disabilities Level 1 or 2 = < 10% (7th grade) Reading Level 1 or 2 = 60.98%, Economically Disadvantage Level 1 or 2 Reading = 64%, Students with Disabilities Level 1 or 2 = < 10% (8th grade) Reading Level 1 or 2 = 78.05%, Economically Disadvantage Level 1 or 2 Reading = 73%, Students with Disabilities Level 1 or 2 = < 10%

B:) Writing
(4th Grade)
In 2010 - 2011 school year, Crescent Academy's MEAP score in writing for the 4th grade is
35% proficient. In 2008 - 2009 23% were proficient in writing and in 2007 - 2008 15% proficient in writing. As you can see from the data each year the fourth grade class is increasing their scores every year on average by 9%. Writing Level 1 or 2 = 35.19%, Economically Disadvantage Level 1 or 2 Writing = 38%, Students with Disabilities Level 1 or 2 = < 10%

(7th Grade)
In 2010-2011 school year, Crescent Academy's MEAP score in writing for the seventh grade is 31% proficient. In

2008 - 2009 school year, the seventh grade Meap score for writing is 51%. As you can see from the data, the seventh grade improved by over 20% in one year.In 2007 - 2008 school year, the seventh grade MEAP score for writing is 30%. Writing Level 1 or 2 = 31.71%, Economically Disadvantage Level 1 or 2 Writing = 33%, Students with Disabilities Level 1 or 2 = < 10%

Cause for Gap: Lack of consistent approach to reading and writing across grade levels.

The overall economic status of Crescent students is showing a direct correlation to their performance on MEAP. Many of these students do not have access to technology, academic parental support, and real world experience.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, MLPP, DRA, Study Island, Quarterly Exams, Unit Assessments, and Project Base Assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP reading assessment grades 3-8, MEAP writing grades 4th and 7th, Explore reading assessment grade 8 and 9, DRA grades 1-10, Scantron Performance Series reading assessment grades 3-10

Contact Name: Kelly Ford

List of Objectives:

Name	Objective
Increase Reading Comprehension	All Crescent Academy students will increase their reading scores by 5% from fall 2011 to fall 2012 on their MEAP scores. The number of students meeting growth targets as measure by the DRA will increase by 5% from the fall 2011 to fall 2012
Increase Writing Scores	All Crescent Academy students will increase their writing scores by 5% from the fall 2011 MEAP test to fall 2012 MEAP test.

1.1. Objective: Increase Reading Comprehension

Measurable Objective Statement to Support Goal: All Crescent Academy students will increase their reading scores by 5% from fall 2011 to fall 2012 on their MEAP scores. The number of students meeting growth targets as measure by the DRA will increase by 5% from the fall 2011 to fall 2012

List of Strategies:

Name	Strategy
Differentiated Instruction	Teachers will use differentiated instruction to address the needs of at risk-students.
Nonlinguistic Representation	Teachers will ask studetns to generate mental images representing content. These mental images will be use to better understand the reading that is taking place, thus allowing scores to increase.

1.1.1. Strategy: Differentiated Instruction

Strategy Statement: Teachers will use differentiated instruction to address the needs of at risk-students.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

Other Required Information for Strategy

"Differentiation in Practice", Tomlinson, Carol Ann,and Cinningham Eidson,Caroline, ASCD,2003

Teachers know that every class includes diverse learners-some struggling some advanced and all with different life experiences, learning perference, and personal interests. Differentiated instruction adapts adapts instruction to meet the needs of individual learners, providing all students with appropriate level of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for studens to access content, to process and make sense of the concepts and skills and to develop products to demonstrate their learning.

Tearchers in differentiated classes understand the need to help students take increasing responsibility for their own growth. In differentiated classroom, it's necessary for learners to be active in making and evaluating decisions.

Other Research:

Intelligence is not a fixed quantity, but can be amplified through rich learning experiences. Vigorous learning actually changes the physiology of the brains (Caine &Caine, 1991). Students learn best when presented with moderate challenges-not so difficult that he learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszentmihalyi, Rathunde, &Whalen, 1993; Tomlinson, 1999).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Co-Teaching	2011-09-06	2012-06-25	All Teaching Staff
Differentiated Instrution/Reading	2011-09-06	2012-06-25	All Teaching Staff
Target Skill Building	2011-09-06	2012-06-25	All Teaching Staff and Paraprofessionals

1.1.1.1. Activity: Co-Teaching

Activity Description: Teachers will work together to address the needs fo the students enrolled in co-taught classes to ensure success for all students.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Co-Teaching	No Funds Required		

1.1.1.2. Activity: Differentiated Instrution/Reading

Activity Type: Professional Development

Activity Description: Teachers will train in Differentiating Instruction techniques in reading comprehension strategies.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction materials	Title I Part A	0.00	0.00

1.1.1.3. Activity: Target Skill Building

Activity Description: Teachers will work with corresponding teachers within the department and paraprofessionals to make sure learning objectives for individual students including target priority learning objectives are being met.

Planned staff responsible for implementing activity: All Teaching Staff and Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lesson plan materials	Title I Part A	0.00	0.00

1.1.2. Strategy: Nonlinguistic Representation

Strategy Statement: Teachers will ask studetns to generate mental images representing content. These mental images will be use to better understand the reading that is taking place, thus allowing scores to increase.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Other Required Information for Strategy

"Classroom Instruction that Works: Research-Based Strategies," Marzano, Robert, J. Pickering,Debra J., and Jane Pollack. ASCD, 2001

When storing information, people register the experience in two forms linguistic and imagery. The more we use both, the better able we are to think about and recall information. A variety of activities can produce nonlinguistic representation in the classroom: creating graphic representation, making physical models, generating mental pictures, drawing pictures and pictographs and engaging in kinesthetic activity. These activities should eloborate on the student's knowledge, so that they understand the material at a greater depth and can recall it more easily.

Other Research:

Learners acquire and store knowledge in two primary ways: linguistics (by reading or hearing lectures), and nonlinguistics (through visual imagery, kinesthetic or whole-body modes, and so forth). The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001). Visual representation help students recognize how related topics connect (NCTM, 2000). After brainstorming to generate ideas, so that they can improve their reading, writing, and thinking skills by using thinking maps to help them organize key concepts in a visual way (Hyerle, 1996).

"Rubrics provide students with helpful criteria for success, amking desired learning outcomes clearer to them. Creiterion-referenced feedback provides the right kind of guidance for improving student understanding (Crooks, 1988; Wilburn & Felps, 1983).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Continuation of Phonemic Awareness Program	2011-09-06	2012-06-25	Kindergarten and first grade staff
Reading Workshop	2011-09-06	2012-06-25	All Teaching Staff
Story Board	2011-09-06	2012-06-25	All Teaching Staff

1.1.2.1. Activity: Continuation of Phonemic Awareness Program

Activity Description: Kindergarten and first grade staff will utilize "Making Great Readers" materials and lessons to increase phonemic awareness.

Planned staff responsible for implementing activity: Kindergarten and first grade staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Making Great Readers Material	General Funds	0.00	0.00

1.1.2.2. Activity: Reading Workshop

Activity Type: Professional Development

Activity Description: Teachers will be trained to collectively decide the appropriate reading content for

each grade level allowing nonlinguistic representation to be coinsiding with grade level in an effort to target reading comprehension.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading books	General Funds	0.00	0.00

1.1.2.3. Activity: Story Board

Activity Description: Teachers will implement Story Board for students to use after they have read content/text. Story Board enables students to sketch pictures of what they just read, allowing the students to show comprehension through art.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Art materials	Title I Part A	0.00	0.00

1.2. Objective: Increase Writing Scores

Measurable Objective Statement to Support Goal: All Crescent Academy students will increase their writing scores by 5% from the fall 2011 MEAP test to fall 2012 MEAP test.

List of Strategies:

Name	Strategy
Increase Vocabulary Skills	Teachers will assist students in expanding their vocabulary skills through the use of technology, context, and common language
Lucy Calkins Writing Model	Teachers will utilize the Lucy Calkins Writer's Workshop while instructing writing process skills.

1.2.1. Strategy: Increase Vocabulary Skills

Strategy Statement: Teachers will assist students in expanding their vocabulary skills through the use of technology, context, and common language

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

I.3.A.1 Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Other Required Information for Strategy

Building Academic Vocabulary Teacher's, Manual by Robert J. Marzano and Debra J. Pickering. ASCD, Copyright 2003.

Research shows that teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that the students have the academic background knowledge they need to understand the content they will encounterin school. When all theademih teachers in a school focus on the same academic vocabulary and teach the same way, the school has a poeerful comprehensive approach. When all the teachers in a school/district embrace and use the approach, it becomes more powrful.

Other REsearch:

Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Ann Goudvis (Stenhouse, 2007)
What Works in Schools: Translating Research into Action by Robert J. Marzno. ASCD Copyright 2003.
Differentiation in Practice by Carol Ann Tomlinson and Caroline Cunningham (Edison, 2003)
Classroom Instruction that Works by Robert J Marzano, Debra J. Pickering, and Jane E. Pollock (ASCD, 2001)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended School Day - More Words	2011-09-06	2012-06-25	All Teaching Staff
Integrated Technology	2011-09-06	2012-06-25	All Teaching Staff
Vocabulary Banks	2011-09-06	2012-06-25	All Teaching Staff

1.2.1.1. Activity: Extended School Day - More Words

Activity Description: Teacher will use the extended school day opportunities will exsist throughout the school year for all students: summer school, Saturday School, after school tutoring, after school enrichment activities. These activities will help students to engage in more vocabulary words.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Books	General Funds	0.00	0.00

1.2.1.2. Activity: Integrated Technology

Activity Description: Teachers will use multimedia resources such as Study Island to have studetns research new vocabulary words

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	Title II Part A	0.00	0.00

1.2.1.3. Activity: Vocabulary Banks

Activity Type: Professional Development

Activity Description: Teachers will be trained to create and implement grade level vocabulary banks during professional development week and use these words to help students develop a broader vocabulary understanding and understanging reading passages.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Vocabulary Books	General Funds	0.00	0.00

1.2.2. Strategy: Lucy Calkins Writing Model

Strategy Statement: Teachers will utilize the Lucy Calkins Writer's Workshop while instructing writing process skills.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows

students to derive meaning from all of their educational experiences.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

Zemelmen, S., Daniels, H., Hyde, A., (2005). Best Practice New Standards for Teaching and Learning in America's Schools. (3rd ed.) pp. 78-105. Portsmouth, NH: Heinemann.

The chapter that focuses on writing talks about the best practices that should be utilized in the classroom. It emphasis the fact that all students can and should read and write and that teachers need to find real purposes for the students to write.

Other Research:

When storing information, people register the experience in two forms linguistic and imagery. The more we use both, the better able we are to think about and recall information. A variety of activities can produce nonlinguistic representation in the classroom: creating graphic representation, making physical models, generating mental pictures, drawing pictures and pictographs and engaging in kinesthetic activity. These activities should eloborate on the student's knowledge, so that they understand the material at a greater depth and can recall it more easily.Zemelmen, S., Daniels, H., Hyde, A., (2005). Best Practice New Standards for Teaching and Learning in America's Schools. (3rd ed.) pp. 78-105. Portsmouth, NH: Heine

Learners acquire and store knowledge in two primary ways: linguistics (by reading or hearing lectures), and nonlinguistics (through visual imagery, kinesthetic or whole-body modes, and so forth). The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001). Visual representation help students recognize how related topics connect (NCTM, 2000). After brainstorming to generate ideas, so that they can improve their reading, writing, and thinking skills by using thinking maps to help them organize key concepts in a visual way (Hyerle, 19

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Cross-Curricular Mapping	2011-09-06	2012-06-25	All Teaching Staff
Portfolio/Anthology	2011-09-06	2012-06-25	All Teaching Staff
Technology	2011-09-06	2012-06-25	All Teaching Staff
Writing Enrichment	2011-09-06	2012-06-25	All Teaching Staff

1.2.2.1. Activity: Cross-Curricular Mapping

Activity Description: Teachers will create lists of topics, resources and themes to be integrated and used for relational comparisons in teaching comparing and contrasting skills.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELA and Reading materials	Title I Part A	0.00	0.00

1.2.2.2. Activity: Portfolio/Anthology

Activity Type: Professional Development

Activity Description: Teachers will be trained to maintain writing portfolios of completed writing for all students.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Portfolio	General Funds	0.00	0.00

1.2.2.3. Activity: Technology

Activity Description: Teachers will use technology as they provide instruction in their classroom.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title II Part A		

1.2.2.4. Activity: Writing Enrichment

Activity Type: Professional Development

Activity Description: Teachers will be provided Lucy Calkins Writing Workshop training.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Workshop	Title I Part A	0.00	0.00

Goal 2: Mathematics Goal

Content Area: Math
Development Status: Complete

Student Goal Statement: All students will increase their proficiency in mathematics skills.

Gap Statement: Crescent Academy's aggregated 2010 MEAP math score is 77.4% proficient. The average Scantron Performance Series scores for mathematics for the Spring of 2010 was 2207. In the Spring of 2011 the average Scantron Performance score in math was 2562. There was an increase of 355 points in mathematics on the Scantron Performance Series testing.

Crescent Academy's aggregate MEAP math score is 60% proficient, as compared to the State of Michigan's aggregate MEAP math score of 83%, a difference of 23%. When comparing Crescent Academy's math MEAP scores to the state of Michigan's scores, the biggest difference occurs in 7th grade with a difference of 34% and the smallest difference occurs in 3rd grade with a difference of .6%.

The male and female population for Crescent Academy showed a majority of both subgroups as being proficient in math. In 2010-2011 Crescent Academy male's were 72% proficient in math and females were 79% proficient. The male and female population for 3rd grade also had gains when comparing year 2008 to 2009. The male population of 3rd grade student's proficient and advanced in Math improved by 2% in comparison to the previous year. There were no students in this subgroup that performed at a level 4 (Below Basic). The female students also had gains when comparing 2008 to 2009 results of those students proficient and advanced. There was a 6% gain among female students proficient and advanced in Math. Further, the results showed that the girls had a gain of 1% over the male students who are proficient and advanced in Math.

Cause for Gap: Lack of a consistent approach to Mathematics instruction, economic status for families, and lack of support at home as well.

The overall economic status of Crescent students is showing a direct correlation to their performance on MEAP. Many of these students do not have access to technology and academic parental support.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP mathematics assessment, quaterly mathematics assessment, and KC4 unit assessments in mathematics.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Student proficiency will increase, measured by the following assessments: MEAP mathematics, Explore, Scantron Performance Series Mathematics.

Contact Name: Christina Doyle

List of Objectives:

Name	Objective
Improving Math Skills	All Crescent Academy students will increase their mathematical skills/scores by 5% from fall 2011 to fall 2012 on MEAP.
Mathematical Operations	All Crescent Academy students will increase their achievement scores by 5% in numbers, operation, geometry, and measurements from fall 2011 to fall 2012 on all multiple assessments (i.e. MEAP, Quarterly exams, Study Island).

2.1. Objective: Improving Math Skills

Measurable Objective Statement to Support Goal: All Crescent Academy students will increase their mathematical skills/scores by 5% from fall 2011 to fall 2012 on MEAP.

List of Strategies:

Name	Strategy
Cooperative Grouping	Teachers will extended learning time (as evidenced by summer school, Saturday School, after school tutoring, after school enrichment programs) and group students and reinforce basic mathematical skills to more advanced math skills.
Homework and Practice	Teachers will provide specific feedback on all assigned homework for the purpose of students practicing skills and procedures that have been the focus of instructions.

2.1.1. Strategy: Cooperative Grouping

Strategy Statement: Teachers will extended learning time (as evidenced by summer school, Saturday School, after school tutoring, after school enrichment programs) and group students and reinforce basic mathematical skills to more advanced math skills.

Selected Target Areas

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

"Classroom Instruction that Works: Researched Based Stratigies," Marzano,Robert J., Debra J. Pickering, & Jane Pollack. ASCD, 2001

Five defining elements of cooperative learning include positive interdenpendence, face to face promotive interaction, individual group accountability, interpersonal and small group skills, and group processing. Research suggest that ongoing groups based on ability levels should be done sporringly. Cooperative groups should be kept relatively small in size (3-students) and should be applied consistantly and systematically. Organizing students in heterogeneous cooperative learning groups at least once a week have a significant effect on learning. Cooperative learning can be ineffective when support structures are not in place.

Other Research:

Organizing students in heterogeneous cooperative learning groups at least once a week has a significant effect on learning (Marzaon, Pickering, & Pollock, 2001). Low-ability students perform worse when grouped in homogeneous ability groups (Kulik & Kulik, 1991, 1997, Lou et al, 1996).

There may be no other instructional strategy that simultaneously achieves such a diverse outcomes as cooperative grouping. The amount generalizability, breadth, and applicability of the research on cooperative learning to achieve diverse outcomes, including achievement time on task, motivation, transfer of learning, and other benefits (Cohen, 1994a; Johnson, 1970; Johnson &Johnson, 1974, 1978, 1989, 1999a, 2000; Kohn, 1992; Sharan, 1980; Slavin, 1977, 1991).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessments	2011-09-06	2012-06-25	All Math Teaching Staff
Differentiated Instruction	2011-09-06	2012-06-25	All Math Teaching Staff
Math activities	2011-09-06	2012-06-25	All Teaching Staff

2.1.1.1. Activity: Assessments

Activity Description: Teachers will assist students in using Scantron Testing (Performance Series) to increase targeted math skills.

Planned staff responsible for implementing activity: All Math Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Computer Lab	Title I Part A	0.00	0.00

2.1.1.2. Activity: Differentiated Instruction

Activity Description: Teachers will assist students experiencing difficulty in attaining proficiency in grade level math skills with the following accommodations: additional time, modified assignments, small group instruction and additional use of manipulative.

Planned staff responsible for implementing activity: All Math Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training in Differentiated Instruction	Title I Part A	0.00	0.00

2.1.1.3. Activity: Math activities

Activity Description: Teachers will set-up various mathematical activities that draw upon material that is being taught or has been taught for the purpose of fully grasping the math skills needed.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mathematical material	Title I Part A	0.00	0.00

2.1.2. Strategy: Homework and Practice

Strategy Statement: Teachers will provide specific feedback on all assigned homework for the purpose of students practicing skills and procedures that have been the focus of instructions.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

Other Required Information for Strategy

"Classroom Instruction that Works: Research Based Stratigies," Marzano,Robert,J., Debra J. Pickering, & Jane Pollack. ASCD, 2001

The amount of homework should vary form elementary to middle to high school from 10 minutes in primary grades to upper limits of 180 minutes in high school. Parent involvement in homework should be kept to minimum. Effect teachers should establish and communicate a homework policy, design homework assignments that clearly articulates the purpose and outcome, and provide feedback on assignments. Research on homework indicates that it should be approached not as an after thought to the school day, but as a focused strategy for increasing understanding. Knowing which of the type of homework is needed helps teachers design appropriate homework assignments.

Other Research:

Grade level is important when teachers assign homework. Impact of homework on achivement increases as students move through the grades (Cooper, 1989,a,b). At the high school level, for every 30 additional minutes of homework completed daily, a student's GPA can increase up to half a point (Kieth, 1992). Elementary students should be assigned homework to establish good learning and study habits (Cooper, 1989; Cooper, Lindsay, Nye,&Greathouse, 1998; Gorges & Elliot, 1999

Mastery requires focused practice over days or weeks. After only four practice sessions students reach a halfway point to mastery. It takes more than 24 more practice sessions before students reach 80 percent mastery. And this practice must occur over a span of days or weeks, and cannot be rushed (Anderson, 1995; Newll & Rosenbloom, 1981).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Homework Packets	2011-09-06	2012-06-25	All Math Teachers
Integrated Technology - Study Island	2011-09-06	2012-06-25	All Teaching Staff
Math Workshops	2011-09-06	2012-06-25	All Teaching staff and Math Specialist (Teachers)

2.1.2.1. Activity: Homework Packets

Activity Description: Teachers will provide weekly homework packets for students to take home and review/practice. These packets are only used as reinforcements, not new knowledge.

Planned staff responsible for implementing activity: All Math Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mathematical material	Title I Part A	0.00	0.00

2.1.2.2. Activity: Integrated Technology - Study Island

Activity Description: Teachers will use multimedia resources like Study Island from Crescent Academy computers for the purpose of learning math through a series of mathematical games online.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	Title I Part A	0.00	0.00

2.1.2.3. Activity: Math Workshops

Activity Type: Professional Development

Activity Description: Teachers will continue to receive training for Math with Math Specialist and or Michigan Merit Curriculum.

Planned staff responsible for implementing activity: All Teaching staff and Math Specialist (Teachers)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Math Specialist	Title I Part A	0.00	0.00

2.2. Objective: Mathematical Operations

Measurable Objective Statement to Support Goal: All Crescent Academy students will increase their achievement scores by 5% in numbers, operation, geometry, and measurements from fall 2011 to fall 2012 on all multiple assessments (i.e. MEAP, Quarterly exams, Study Island).

List of Strategies:

Name	Strategy
Cues, Questions, and Advance Organizers	Teachers will guide students to ask questions and look at the cues to find answers.
Differentiated Instruction	Teachers will use differentiated instruction to address needs of at risk-students.

2.2.1. Strategy: Cues, Questions, and Advance Organizers

Strategy Statement: Teachers will guide students to ask questions and look at the cues to find answers.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

Other Required Information for Strategy

"Classroom Instruction that Works: Researched Based Stratigies," Marzano, Robert Debra J. Pickering, & Jane Pollack. ASCD, 2001

Teacher set the stage for learning by finding out what students already know, then outline new ideas to students existing knowledge base. Using a variety of instructional stratigeis, teachers guide students from the known to unknown, from familar terriotry to new concepts. Cues, questions, and advance organizers are among the tools and strategies that teachers use to set the stage for learning. These tools create a framework that helps students focus on what they are about to learn. Questions which require students to analyze and synthesize produce deeper learning then do lower level recall and recognition questions.

Other Research:

Learning increases when teachers focus their questions on content that is most important, not what they think will be most interesting to students (Alexander, Kulikowich, &Schulze, 1994; Risner, Nicholson, & Webb, 1994).

Higher level questions that ask students to analyze information results in more learning than simply asking students to recall information (Redfield &Rousseau, 1981). However, teachers are more apt to ask lower-order questions (Fillippone, 1998; Mueller, 1973).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Analysis of Best Mathematical Strategy	2011-09-06	2012-06-25	All Math Teaching Staff
Daily Math Practice	2011-09-06	2012-06-25	All Math Instructional Staff
Geometry Concepts	2011-09-06	2012-06-25	All Math Teaching Staff

2.2.1.1. Activity: Analysis of Best Mathematical Strategy

Activity Type: Professional Development

Activity Description: Teachers will be trained to develop lesson plans that utilize the best practice strategy of analysis in math instruction, focusing on three elements: intriguing investigation, student discourse, and thoughtful reflection.

Planned staff responsible for implementing activity: All Math Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lesson plan materials	Title I Part A	0.00	0.00

2.2.1.2. Activity: Daily Math Practice

Activity Description: Teachers will assist students in daily interactive practice of basic math skills appropriate for each grade level utilizing different mathematical material.

Planned staff responsible for implementing activity: All Math Instructional Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mathematical material	Title I Part A	0.00	0.00

2.2.1.3. Activity: Geometry Concepts

Activity Description: Teachers will introduce students to Geometry concepts and put students into various groups to do group work based on geometry questions.

Planned staff responsible for implementing activity: All Math Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Geometry Books	General Funds	0.00	0.00

2.2.2. Strategy: Differentiated Instruction

Strategy Statement: Teachers will use differentiated instruction to address needs of at risk-students.

Selected Target Areas

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

"Differentiation in Practice," Tomlinson, Carol Ann, ASCD, 2003

Teachers know that every class includes diverse learners-some struggling some advanced and all with different life experiences, learning perference, and personal interests. Differentiated instruction adapts adapts instruction to meet the needs of individual learners, providing all students with appropriate level of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for studens to access content, to process and make sense of the concepts and skills and to develop products to demonstrate their learning.
Teachers in differentiated classes understand the need to help students take increasing responsibility for their own growth. In a differentiated classroom, it's necessary for learners to be active in making and evaluating decisions.

Other Research:

Intelligence is not a fixed quantity, but can be amplified through rich learning experiences. Vigorous learning actually changes the physiology of the brains (Caine &Caine, 1991). Students learn best when presented with moderate challenges-not so difficult that he learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszentmihalyi, Rathunde, &Whalen, 1993; Tomlinson, 1999).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Activity: Social and Emotional Support	2011-09-06	2012-06-25	All Support Staff and School Social Worker
Differentiated Techniques/Mathematics	2011-09-06	2012-06-25	All Math Teaching Staff
Target Skill Building	2011-09-06	2012-06-25	All Teaching Staff and Paraprofessionals

2.2.2.1. Activity: Activity: Social and Emotional Support

Activity Description: The school social worker will show social and emotional support will be utilized to provide struggling students with coping skills and safe zone to develop successfully. Subgroup students will be provided individual and small group (resources room) environments to build their skills.

Planned staff responsible for implementing activity: All Support Staff and School Social Worker

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Social Worker	Title I Part A	0.00	0.00

2.2.2.2. Activity: Differentiated Techniques/Mathematics

Activity Type: Professional Development

Activity Description: Teachers will be trained through Professional Development for Differentiated Instruction techniques in Math.

Planned staff responsible for implementing activity: All Math Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated instruction material	Title I Part A	0.00	0.00

2.2.2.3. Activity: Target Skill Building

Activity Description: Teachers will work with paraprofessionals to make sure learning objectives for individual students including target priority learning objectives are being met.

Planned staff responsible for implementing activity: All Teaching Staff and Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Learning material for mathematics	Title I Part A	0.00	0.00

Goal 3: Science Goal

Content Area: Science
Development Status: Complete

Student Goal Statement: All students in the 5th and 8th grade will increase proficiency in science.

Gap Statement: In 2010-2011 Crescent Academy's aggregate MEAP science score is 57%. There is a 3% increase in proficiency from 2009-2010 school year to 2010-2011 school year. The 5th grade class was 48% proficient in science and the 8th grade class was 73% proficient.

In 2009-2010 school year, Crescent Academy's aggregate MEAP science score is 54%, as compared to the State of Michigan's aggregate MEAP science score of 78%, a difference of 24%. When comparing Crescent Academy's science scores to the state of Michigan's scores, 5th grade had a 31% difference and 8th grade had an 18% difference.

Cause for Gap: Introduction on new GLCEs and incorporation of new GLCEs into textbooks, consistency of approach to teaching science.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP science assessment, science assessment

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP science assessment, Explore science assessment, Performance Series science assessment, Pearson science assessments

Contact Name: Racheal Mills

List of Objectives:

Name	Objective
Increase Scientific Knowledge	All Crescent Academy students, grades 5 and 8, will increase their knowledge of earth science concepts by 5% from Fall 2011 to Fall 2012. All Crescent Academy students, grade 5 and 8, will increase their knowledge of life science concepts by 5% from Fall 2011 to Fall 2012.
Science Analysis	All Crescent Academy students grade 5 and 8 will increase their ability to construct and reflect on scientific knowledge by 5% on MEAP assessment from Fall 2011 to Fall 2012. In addition, students in grades 5 and 8 will increase 5% inquiry based skills on building wide post assessments from Fall 2011 to Fall 2012.

3.1. Objective: Increase Scientific Knowledge

Measurable Objective Statement to Support Goal: All Crescent Academy students, grades 5 and 8, will increase their knowledge of earth science concepts by 5% from Fall 2011 to Fall 2012. All Crescent Academy students, grade 5 and 8, will increase their knowledge of life science concepts by 5% from Fall 2011 to Fall 2012.

List of Strategies:

Name	Strategy
Differentiated Learning	Teachers will use differentiated learning to address the needs of at-risk, diverse, and special needs students to make connections within life, physical, and earth sciences.
Setting Objectives	Teachers will help students set their own learning goals by using objectives at the beginning of the unit outlining the key concepts within life, physical, and earth sciences.

3.1.1. Strategy: Differentiated Learning

Strategy Statement: Teachers will use differentiated learning to address the needs of at-risk, diverse, and special needs students to make connections within life, physical, and earth sciences.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

III.2.C.2 Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

IV.2.B.3 Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

Other Required Information for Strategy

"Differentiation in Practice," Tomlinson, Carol Ann, ASCD, 2003

Teachers know that every class includes diverse learners-some struggling some advanced and all with different life experiences, learning perference, and personal interests. Differentiated instruction adapts adapts instruction to meet the needs of individual learners, providing all students with appropriate level of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for studens to access content, to process and make sense of the concepts and skills and to develop products to demonstrate their learning.
Teachers in differenitated classes understand the need to help studnets take increasing responsibility for their own growth. In a differentiated classroom, it's necessary for learners to be active in making and evaluating decisions.

Other Research:

Intelligence is not a fixed quantity, but can be amplified through rich learning experiences. Vigorous learning actually changes the physiology of the brains (Caine &Caine, 1991). Students learn best when presented with moderate challenges-not so difficult that he learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszentmihalyi, Rathunde, &Whalen, 1993; Tomlinson, 1999).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At Risk Students	2011-09-06	2012-06-25	All Teaching Staff
Differentiated Instruction/Science	2011-09-06	2012-06-25	All Science Teaching Staff
Integrated Teachnology	2011-09-06	2012-06-25	All Teaching Staff
Project Base Learning and Study Island	2011-09-06	2012-06-25	All Teaching Staff
Student Support/Paraprofessionals	2011-09-06	2012-06-25	All Teaching Staff, Paraprofessionals

3.1.1.1. Activity: At Risk Students

Activity Description: Teachers will assist and support struggling students with the necessary coping skills and a safe zone to develop successfully as well as individualized help.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
At Risk Student Support	Title I Part A	0.00	0.00

3.1.1.2. Activity: Differentiated Instruction/Science

Activity Type: Professional Development

Activity Description: Teachers will participate in professional development for differentiated instruction techniques in science.

Planned staff responsible for implementing activity: All Science Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated learning materials	Title I Part A	0.00	0.00

3.1.1.3. Activity: Integrated Teachnology

Activity Description: Teachers will use multimedia resources to present science content in classrooms.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title II Part A	0.00	0.00

3.1.1.4. Activity: Project Base Learning and Study Island

Activity Description: Teachers will assess students using Project Base Learning, ACT Explorer, and Study Island.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Computer Lab	Title II Part A	0.00	0.00

3.1.1.5. Activity: Student Support/Paraprofessionals

Activity Description: Teachers will work with the paraprofessionals to make sure learning objectives for individualized students including target priority learning objectives are being met.

Planned staff responsible for implementing activity: All Teaching Staff, Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lesson plan materials	Title I Part A	10,000.00	0.00

3.1.2. Strategy: Setting Objectives

Strategy Statement: Teachers will help students set their own learning goals by using objectives at the beginning of the unit outlining the key concepts within life, physical, and earth sciences.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

"Classroom Instruction that Works Research Based Stratigies," Marzano, Robert, Debra Pickering, & Jane Pollack. ASCD, 2001

Instructional objectives should be stated in general terms and should include performance, ciations, and criteria. Students should be encouraged to personalize the teacher's goals and or objectives to meet their own needs and interests. Contracts are effective tools to allow students to work independently toward stated goals and or objectives. Research refers to feedback on "the most powerful single modification that enahnces achievement". It should also be criterion-referenced: that is to say, it should not tell the student how he did in relation to others, but to the target or skill. Students benefit greatly from keeping track of their own accuracy or speed of tasks, and are capable fo giving feedback to each other.

Other Research:

Instructional goals should not be too specific. When goals are too narrowly focused they can limit learning (Fraser, 1987; Walberg, 1999).

If students are encouraged to personalize the teacher's goals, then learning increases. Students ownership enhances learning focus. Studies show the benefits of students setting sub-goals derived from the larger teacher-defined goals (Bandura &Schunk, 1981; Morgan, 1985).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Collaborative Discussions	2011-09-06	2012-06-25	All Teaching Staff
Graphic Organizers	2011-09-06	2012-06-25	All Teaching Staff

Integrated Techonology	2011-09-06	2012-06-25	All Teaching Staff
Learning Goals	2011-09-06	2012-06-25	All Science Teaching Staff
Providing Feedback	2011-09-06	2012-06-25	All Teaching Staff
Study Island	2011-09-06	2012-06-25	All Teaching Staff

3.1.2.1. Activity: Collaborative Discussions

Activity Description: Teachers will have collaborative discussions on how to incorporate current events into increasing students' awareness of science into the real world.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Current Events (books, magazines)	General Funds	0.00	0.00

3.1.2.2. Activity: Graphic Organizers

Activity Description: Teachers will guide students in using various graphic organizers to assist at-risk students in understanding life, physical, and earth scientific concepts.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Graphic organizers	Title I Part A	0.00	0.00

3.1.2.3. Activity: Integrated Techonology

Activity Description: Teachers will use multimedia resources to present science content in classrooms.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title II Part A	0.00	0.00

3.1.2.4. Activity: Learning Goals

Activity Description: Teachers will assist students set up their own learning goals for a science unit.

Planned staff responsible for implementing activity: All Science Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Books	General Funds	0.00	0.00

3.1.2.5. Activity: Providing Feedback

Activity Description: Teachers will provide feedback on students' learning goals throughout the unit.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Feedback	No Funds Required		

3.1.2.6. Activity: Study Island

Activity Description: Teachers will assess students using Project Base Learning, ACT Explorer, and Study Island.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Computer Lab	Title II Part A	0.00	0.00

3.2. Objective: Science Analysis

Measurable Objective Statement to Support Goal: All Crescent Academy students grade 5 and 8 will increase their ability to construct and reflect on scientific knowledge by 5% on MEAP assessment from Fall 2011 to Fall 2012. In addition, students in grades 5 and 8 will increase 5% inquiry based skills on building wide post assessments from Fall 2011 to Fall 2012.

List of Strategies:

Name	Strategy
Generating and Testing Hypotheses	Teachers will assist students in generating and testing hypotheses through the scientific method.
Identifying Similarities and Differences	All teachers will identify similarities and differences during science lessons by concentrating on the key concepts.

3.2.1. Strategy: Generating and Testing Hypotheses

Strategy Statement: Teachers will assist students in generating and testing hypotheses through the scientific method.

Selected Target Areas

I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

II.2.B.4 Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.B.3 Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

V.2.B.1 The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

"Classroom Instruction that Works: Researched-Based Strategies" Marzano, Robert J., Pickering,and Pollock, Jane E., ASCD, 2001

Accross content areas and grade levels, inquiry in the classroom turns native
curiocityto the learner's advantage. Effective teachers creathe science classroom. te these opportunities to
guide students through the process of asking good questions, generating hypotesesteachers can make inqui
and predictions, investigating through testing or research, making observations, and finally analyzing and
communicating results. Through active learning experience, students deepen their understanding of key
concepts inquiry extends for beyond the
science classroom. In every content area, teachers can make inquiry more effective
by scaffolding the learning experience.

Other Research:

Understanding increases when students are asked to explain the scientific principles they are working from
and the hypotheses they generate from these principles (Lavoie, 1999; Lavoie &Good, 1988; Lawson,
1988).

"Classroom Instruction that Works," Marzon, Robert ASCD, 2001bra J., and Pollock,
By generating and testing a hypothesis, students are applying their conceptual understanding (Marzano,
Pickering, Pollock, 2001).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Comprehension of Informational Text	2011-09-06	2012-06-25	All Teaching Staff
Integrated Technology	2011-09-06	2012-06-25	All Teaching Staff
Note taking Strategies	2011-09-06	2012-06-25	All Teaching Staff
Scientific Inquiry for Teachers	2011-09-06	2012-06-25	All Science Teaching Staff
Study Island and Scantron Performance Testing	2011-09-06	2012-06-25	All Teaching Staff

3.2.1.1. Activity: Comprehension of Informational Text

Activity Description: Teachers will assist students in comprehending informational texts in the area of
science.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Books	General Funds	0.00	0.00

3.2.1.2. Activity: Integrated Technology

Activity Description: Teachers will use multimedia resources to present science content in classrooms.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title II Part A	0.00	0.00

3.2.1.3. Activity: Note taking Strategies

Activity Description: Teachers will use note taking strategies outlining the key concepts in the area of science.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Note taking materials	General Funds	0.00	0.00

3.2.1.4. Activity: Scientific Inquiry for Teachers

Activity Type: Professional Development

Activity Description: Teachers will be trained in science workshops and or by trained staff in implementing Project Base Learning assessments.

Planned staff responsible for implementing activity: All Science Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Projects	Title I Part A	0.00	0.00

3.2.1.5. Activity: Study Island and Scantron Performance Testing

Activity Description: Teachers will assess students using Study Island and Scantron Performance Testing (Technology).

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	Title II Part A	0.00	0.00

3.2.2. Strategy: Identifying Similarities and Differences

Strategy Statement: All teachers will identify similarities and differences during science lessons by concentrating on the key concepts.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.1.B.1 Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.
V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

"Classroom Instruction that Works: Researched-Based Strategies", Marzano, Robert J., Pikering, Debra J.,and Pollock, Jane E., ASCD, 2001.

As an instructional strategy, it includes various activities that help learners see patterns and make connections. For example, arte similar stusents compare things that
are similar and contrast things that express differences. They classifify when identify featuresor characteristicsof a group of objects or ideas, and then develop a scheme to organize objects. Metaphores are created when two ideas or experiences
are compared based on common underlying structure. Finally, anologies provide way to
identify similarities and make comparisons. Each approach helps brain process new information, recall it and learn by oveto an rlaying a known pattern onknown one
to find similarities and differences. Looking for similarities and differences prompts the learner to consider "What do I already know that will help me learn this new ideations? This fosters relationships and connections to knew understanding.

Other Research:

Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas (Bransford, Brown, &Cocking, 1999). Results of employing these strategies can help to boost student achievement from 31 to 46 percentile points (Stine, 1983; Stahl &Fairbanks, 1986; Ross 1988).

Students benefit by having similarities and differences pointed out by the teacher in an explicit manner. This can include rich discussions and unquiry, but allows students students to focus on the relationship or bridge to the new ideas (Chen, Yanowitz &Daehler, 1996; Gholson, Smither, Buhrman, &Duncan, 1997; Newby, Ertmer, &Stepich, 1995; Solomon, 1995). Students also benefit by being asked to construct their own stratigies for comparing similarities and differences (Chen, 1996; Flick, 1992; Mason, 1994, 1995; Mason & Sorzio, 1996).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Comparisons and Classification of Key Concepts	2011-09-06	2012-06-25	All Teaching Staff
Differentiated Learning	2011-09-06	2012-06-25	All Teaching Staff
Graphic Resources	2011-09-06	2012-06-25	All Teaching Staff
Integrated Technology: Study Island	2011-09-06	2012-06-25	All Teaching Staff
Scientific Concepts	2011-09-06	2012-06-25	All Science Teaching Staff
Visual Aides	2011-09-06	2012-06-25	All Teaching Staff

3.2.2.1. Activity: Comparisons and Classification of Key Concepts

Activity Description: Teachers will assign tasks that involve comparisons and classification of concepts.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science books	General Funds	0.00	0.00

3.2.2.2. Activity: Differentiated Learning

Activity Description: Teachers will administer Project Base Learning assessments to differentiate learning.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project materials	Title I Part A	0.00	0.00

3.2.2.3. Activity: Graphic Resources

Activity Description: Teachers will use graphic and symbolic representations of similarities and differences to enhance students' understanding of content.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Science Books	General Funds	0.00	0.00

3.2.2.4. Activity: Integrated Technology: Study Island

Activity Description: Teachers will assess students using Study Island and Scantron Performance Testing.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	Title II Part A	0.00	0.00

3.2.2.5. Activity: Scientific Concepts

Activity Type: Professional Development

Activity Description: Teachers will participate in science workshops and or by trained staff in implementing key scientific concepts.

Planned staff responsible for implementing activity: All Science Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Concepts	No Funds Required		

3.2.2.6. Activity: Visual Aides

Activity Description: Teachers will use various visual aides to assist at-risk and special need students in understanding the similarities and differences between concepts.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Visual aides material	Title I Part A	0.00	0.00

Goal 4: Social Studies Goal

Content Area: Social Studies
Development Status: Complete

Student Goal Statement: All students in the 6th and 9th grade will increase proficiency in social studies.

Gap Statement: In 2010-2011 school year, Crescent Academy's aggregated MEAP social studies proficiency is 75%. The ninth grade class at Crescent Academy had a 85% proficient in their MEAP social studies exam.

In 2008, 45% of all of our students performed at proficient and advanced levels while in 2009 30% of our students performed at proficient and advanced levels. There are 15% less students performing at proficient and advanced levels in 2009 than in 2008. In 2008, 18% of our students performed at level 1 (Advance) as compared to 2009 where 14% of the students scored at level 1 (Advance). There are 4% less students performing at level 1 (Advance) in 2009 than in 2008. In 2008, 27% of our students were at level 2 (Proficient) while in 2009 only 16% performed at level 2 (Proficient). There are 11% less students performing at level 2 (Proficient) in 2009 than in 2008. 18% of the students performed at level 3 (Basic) while in 2009 there were 38% of our students performing at level 3 (Basic). There are 20% less students performing at level 3 (Basic) in 2009 than in 2008. In 2008, 36% of our students are performing at level 4 (Below Basic) while in 2009, there are 32% of our students performing at level 4 (Below Basic). There are 4% less students in at level 4 in 2009 than in 2008.

45% of our African American students were proficient and advanced in 2008 while only 14% of our African American students are advanced and proficient in 2009. There are 31% less African Americans proficient and advanced in Math in 2009 as compared to 2008. 18% of our African American students performed at level 1 (Advance) in 2008 while in 2009, 11% of our African American students are performing at level 1 (Advance). There are 7% less students performing at level 1 (Advance) in 2009 than in 2008. In 2008, 27% of our students fell into level 2 (Proficient) while in 2009, 17% of our African American students achieved a level 2 (Proficient). There are 10% less students performing at level 2 in 2009 than in 2008. 18% of our students performed at level 3 (Basic) while in 2009 there are 39% of our African American students who are performing at level 3 (Basic). There are 21% more students in performing at level 3 (Basic) in 2009 than in 2008. In 2008, 36% of our students performed at level 4 (Below Basic) while in 2009, 33% of out students fell into level 4 (Below Basic). There are 3% less students performing at level 4 (Below Basic) in 2009 than in 2008.

In 2008 41% of our Economically Disadvantaged students were proficient and advanced in Social Studies. In 2009 there were less students performing at proficient and advanced levels. 27% of our economically disadvantaged students are proficient and advanced in Social Studies. 14% less students were proficient and advanced in Social Studies in 2009 than in 2008. In 2008, 23% of our economically disadvantaged students were performing at level 1 (Advance) while 7% of our students are performing at level 1 (Advance) in 2009. There are far less students performing at level 1 (Advance) than in 2008. 16% fewer students performed at level 1 (Advance) in 2009 than in 2008. In 2008, 18% of our economically disadvantaged students performed at level 2 (Proficient) while 20% performed at level 2 (Proficient). 2% more students performed at level 2 (Proficient) in 2009 than in 2008. 18% of our economically disadvantaged students were performing at level 3 (Basic) while in 2009 there are 47% of the economically disadvantaged students performing at level 3 (Basic). There are far more students performing at level 3 (Basic) in 2009 than in 2008. 29% more students are performing at level 3 (Basic) in 2009 than in 2008. 41% of the economically disadvantaged students are performing at level 4 (Below Basic) as compared to 2009, where 27% of the students are performing at level 4 (Below Basic). 14% fewer students are performing at level 4 (Below Basic) in 2009 than in 2008.

Our male population had 50% of its population performing at proficient and
advanced levels in 2008 while in 2009 there were fewer students performing at proficient and advanced. 17% of the male students are proficient and advanced in 2009. 33% fewer students are performing at proficient and advanced levels in 2009 as compared to 2008 where half of the male populations were proficient and advanced. In 2008, 22% of the male students were performing at level 1 (Advanced) while in 2009 there were 0% of the male populations performing at level 1 (Advanced). 28% of our students performed at level 2 (Proficient) in 2008 while in 2009 there are 17% of the male population of students who are performing at level 2 (Proficient). In 2008, 11% of our male populations fell into level 3 (Basic) in Social Studies while in 2009 there were 25% of our male populations that performed at level 3 (Basic). There were far more students performing at level 3 in 2009 than in 2008. 14% more students performed at level 3 in 2009 than in 2008. 39% of our male population performed at level 4 (Below Basic) while in 2009 there were 58% of our male students performing at level 4 (Below Basic). 19% more of our male population fell into level 4 (Below Basic) in Social Studies in 2009 than in 2008. Our female population had 40% of its population performing at proficient and advanced in 2008 while in 2009 there were only 36% of the females performing at proficient and advanced levels. 13% of our students performed at level 1 (Advanced) in 2008 as oppose to 2009 where 20% of the females reached a level 1 (Advanced). 7% more female students fell into level 1(Advanced) than in 2008. In 2008, 27% of our students reached level 2 (Proficient) while in 2009 only 16% reached level 2 (Proficient). There are fewer students who reached level 2 in 2009 than in 2008. 11% less students reached level 2 (Proficient). 27% of our females reached level 3 (Basic) than did our females in 2009. In 2009, 44% of our females performed at level 3 (Basic). There are 17% more students performing at level 3 (Basic) in 2009 than in 2008. 33% of our female students were performing at level 4 (Below Basic) while in 2009, there were fewer students 20% performing at level 4 (Below Basic). There are 13% less female students performing at level 4 (Below Basic) in 2009 than in 2008.

There are currently 73% of our students that are proficient and advanced in 9th grade Social Studies. 7% of our students are performing at level 1 (Advance) and 67% are at level 2 (Proficient). 13% are at level 3 (Basic) while the remaining students 13% are at level 4 (Below Basic).

The African American population is 73% proficient and advanced in Social Studies. 7% of our students are performing at level 1 (Advance) and 67% are at level 2 (Proficient). 13% are at level 3 (Basic) while the remaining students 13% are at level 4 (Below Basic).

When comparing Crescent Academy's social studies MEAP scores to the state of Michigan's scores, 6th grade has a difference of 43% below the state of Michigan, but 9th grade social studies scores are 2% higher than the state of Michigan.

Cause for Gap: Incorporation of new GLCEs into textbooks used, incorporation of new GLCEs into instruction, consistency in approach to teaching social studies across grade levels

The overall economic status of Crescent students is showing a direct correlation to their performance on standardized assessments. Many of these students do not have access to technology, academic parental support, and real world experience in social studies.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP social studies scores, Quarterly Assessment, and Project Base Learning

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? MEAP social studies, Explore science assessment, teacher created content assessment (pre and post test) (baseline data will be collected during the 2010-2011 school year)

Contact Name: John Wilson

List of Objectives:

Name	Objective
Economics and Civics	All Crescent Academy students in the 6th and 9th grade will increase their economics and civic knowledge by 5% from fall 2011 to fall 2012
History and Geography	All Crescent Academy students in the 6th and 9th grade will increase their knowledge of history and geography by 5% from fall 2011 to fall 2012.

4.1. Objective: Economics and Civics

Measurable Objective Statement to Support Goal: All Crescent Academy students in the 6th and 9th grade will increase their economics and civic knowledge by 5% from fall 2011 to fall 2012

List of Strategies:

Name	Strategy
Cooperative Grouping	Teachers will extended learning time (as evidenced by summer school, Saturday School, after school tutoring, after school enrichment programs) and group students and reinforce basic historical and geographical concepts.
Cues, Questions, and Advance Organizers	Teachers will guide students to ask questions and look at the cues to find answers.

4.1.1. Strategy: Cooperative Grouping

Strategy Statement: Teachers will extended learning time (as evidenced by summer school, Saturday School, after school tutoring, after school enrichment programs) and group students and reinforce basic historical and geographical concepts.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

II.1.B.4 School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

II.2.A.5 All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

III.2.C.3 Teacher input is a key feature in the analysis of professional development initiatives. Results are

solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Other Required Information for Strategy

Classroom Instruction that Works: Researched-Based Stratigies," Marzano, Robert J., Debra J. Pickering, & Jane Pollack. ASCD, 2001

Five defining elements of cooperative learning include positive interdenpendence, face to face promotive interaction, individual group accountability, interpersonal and small group skills, and group processing. Research suggest that ongoing groups based on ability levels should be done sporringly. Cooperative groups should be kept relatively small in size (3-students) and should be applied consistantly and systematically. Organizing students in heterogeneous cooperative learning groups at least once a week have a significant effect on learning. Cooperative learning can be ineffective when support structures are not in place

Other Research:

Organizing students in heterogeneous cooperative learning groups at least once a week has a significant effect on learning (Marzaon, Pickering, & Pollock, 2001). Low-ability students perform worse when grouped in homogeneous ability groups (Kulik & Kulik, 1991, 1997, Lou et al, 1996).

There may be no other instructional strategy that simultaneously achieves such a diverse outcomes as cooperative grouping. The amount generalizability, breadth, and applicability of the research on cooperative learning to achieve diverse outcomes, including achievement time on task, motivation, transfer of learning, and other benefits (Cohen, 1994a; Johnson, 1970; Johnson &Johnson, 1974, 1978, 1989, 1999a, 2000; Kohn, 1992; Sharan, 1980; Slavin, 1977, 1991).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Best Practice Activities	2011-09-06	2012-06-25	All Teaching Staff
Collaborating Learning Community	2011-09-06	2012-06-25	All Social Studies Teaching Staff
Graphic Organizers	2011-09-06	2012-06-25	All Social Studies Teaching Staff

4.1.1.1. Activity: Best Practice Activities

Activity Description: Teacher will participate in activities to promote best practice in the classroom.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Activities	Title I Part A	0.00	0.00

4.1.1.2. Activity: Collaborating Learning Community

Activity Description: Teachers will participate in Weekly and or Monthly discussions and collaboration regarding social curriculum, content, and best practices in teaching economics.

Planned staff responsible for implementing activity: All Social Studies Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Social Studies books	General Funds	0.00	0.00

4.1.1.3. Activity: Graphic Organizers

Activity Description: Teachers will guide students in using various graphic organizers to assists at-risk students in understanding economic concepts.

Planned staff responsible for implementing activity: All Social Studies Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Graphic organizers	Title I Part A	0.00	0.00

4.1.2. Strategy: Cues, Questions, and Advance Organizers

Strategy Statement: Teachers will guide students to ask questions and look at the cues to find answers.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Other Required Information for Strategy

Classroom Instruction that Works: Researched-Based strategies," Marzano, Robert J., Debra J. Pickering, & Jane Pollack. ASCD, 2001

Teachers set the stage for learning by finding out what students already know, then connect new ideas to students' existing knwledge base. Using a variety of instructional strategies, teachers guide students fron the known to unknown, from from familiar territory to new concepts. Cues, questions,and advance organizers are among the tools and strategies that teachers use to set the stagefor learning. These tools create a framework that helps students focus on what they are about to learn.

Other Research:
Learning increases when teachers focus their questions on content that is most important, not what they think will be most interesting to students (Alexander, Kulikowich, &Schulze, 1994; Risner, Nicholson, & Webb, 1994).

Higher level questions that ask students to analyze information results in more learning than simply asking students to recall information (Redfield &Rousseau, 1981). However, teachers are more apt to ask lower-order questions (Fillippone, 1998; Mueller, 1973).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Character Ed Assembly	2011-09-06	2012-06-25	All Teaching Staff
Multimedia and Visual Prompts	2011-09-06	2012-06-25	All Social Studies Teaching Staff
Problem Based Learning	2011-09-06	2012-06-25	All Teaching Staff

4.1.2.1. Activity: Character Ed Assembly

Activity Description: Teachers will use Character Ed Assembly to develop a school culture that supports teaching and learning by integrating monthly themes into everyday curriculum and not in isolation.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Character Ed assembly materials	Title I Part A	0.00	0.00

4.1.2.2. Activity: Multimedia and Visual Prompts

Activity Description: Teachers will use multimedia and visual prompts that focus on Constitution activities and core democratic values.

Planned staff responsible for implementing activity: All Social Studies Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title II Part A	0.00	0.00

4.1.2.3. Activity: Problem Based Learning

Activity Description: Teachers will develop lessons that engage students in the best practices of problem based learning. Teachers will model and then assign students a real world problem and the work through the problem based learning process to pose a solution.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Social Studies books	General Funds	0.00	0.00

4.2. Objective: History and Geography

Measurable Objective Statement to Support Goal: All Crescent Academy students in the 6th and 9th grade will increase their knowledge of history and geography by 5% from fall 2011 to fall 2012.

List of Strategies:

Name	Strategy
Differentiated Instruction	Teachers will use differentiated instruction to address needs of at risk students.
Integrating Technologies	Teachers will assist students in improving their geographical knowledge through the use of technology.
Summarizing and Note Taking	Teachers will assist students in improving their historical knowledge through the use of summarizing and note taking.

4.2.1. Strategy: Differentiated Instruction

Strategy Statement: Teachers will use differentiated instruction to address needs of at risk students.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

"Differentiation in Practice", Tomlinson, Carol Ann,and Cinningham Eidson,Caroline, ASCD,2003

Teachers know that every class includes diverse learners-some struggling some advanced and all with different life experiences, learning perference, and personal interests. Differentiated instruction adapts adapts instruction to meet the needs of individual learners, providing all students with appropriate level of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for studens to access content, to process and make sense of the concepts and skills and to develop products to demonstrate their learning.

Tearchers in differentiated classes understand the need to help students take increasing responsibility for their own growth. In differentiated classroom, it's necessary for learners to be active in making and evaluating decisions.

Other Research:

Intelligence is not a fixed quantity, but can be amplified through rich learning experiences. Vigorous learning actually changes the physiology of the brains (Caine &Caine, 1991). Students learn best when presented with moderate challenges-not so difficult that he learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszentmihalyi, Rathunde, &Whalen, 1993; Tomlinson, 1999).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction/Social Studies	2011-09-06	2012-06-25	All Teaching Staff
Social and Emotional Support	2011-09-06	2012-06-25	Support Staff and School Social Worker
Target Skill Building	2011-09-06	2012-06-25	All Social Studies Teaching Staff and Paraprofessionals

4.2.1.1. Activity: Differentiated Instruction/Social Studies

Activity Type: Professional Development

Activity Description: Teachers will be trained in Differentiated Instruction techniques in Social Studies.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction	Title I Part A	0.00	0.00

4.2.1.2. Activity: Social and Emotional Support

Activity Description: The school social worker will show social and emotional support and provide struggling students with coping skills and safe zone to develop successfully. Subgroup students will be provided individual and small group (resources room) environments to build their skills.

Planned staff responsible for implementing activity: Support Staff and School Social Worker

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Social Worker	Title I Part A	0.00	0.00

4.2.1.3. Activity: Target Skill Building

Activity Description: Teachers will work with paraprofessionals to make sure learning objectives for individual students including target priority learning objectives are being met.

Planned staff responsible for implementing activity: All Social Studies Teaching Staff and Paraprofessionals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lesson plan materials	Title I Part A	0.00	0.00

4.2.2. Strategy: Integrating Technologies

Strategy Statement: Teachers will assist students in improving their geographical knowledge through the use of technology.

Selected Target Areas

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective

improvement of student achievement.

II.1.A.7 School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

Other Required Information for Strategy

Technology provides a widespread audience for students' work. Computers link students to the world, provide new reason to write, and offer new sources of feedback on ideas (Peck & Dorricott, 1994).

When students use the Internet to research topics, share information, and complete a final project within the context of a semi-structured lesson they become independent, critical thinkers (Coley, Cradler, & Engel, 1997).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Curriculum Mapping	2011-09-06	2012-06-25	All Teaching Staff
Locating Historical Events on Maps	2011-09-06	2012-06-25	All Teaching Staff
Maps and Visual Aids	2011-09-06	2012-06-25	All Teaching Staff
Project Base Assessment	2011-09-06	2012-06-25	All Teaching Staff

4.2.2.1. Activity: Curriculum Mapping

Activity Description: Teachers will collaborate and analyze data to map the social studies curriculum and determine grade level focus of instruction

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Map materials	Title I Part A	0.00	0.00

4.2.2.2. Activity: Locating Historical Events on Maps

Activity Description: Teachers will assist students in determining what events took place in a specified geographical location.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Geography books	General Funds	0.00	0.00

4.2.2.3. Activity: Maps and Visual Aids

Activity Description: Teachers will use various maps and visual aides to assist at-risk and special need students in understanding geographic knowledge.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Map books	General Funds	0.00	0.00

4.2.2.4. Activity: Project Base Assessment

Activity Description: Teachers will administrate many Project Base assessment strategies to ensure geographical knowledge.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project materials	No Funds Required	0.00	0.00

4.2.3. Strategy: Summarizing and Note Taking

Strategy Statement: Teachers will assist students in improving their historical knowledge through the use of summarizing and note taking.

Selected Target Areas

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
II.1.A.1 School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.
II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

Other Required Information for Strategy

"Classroom Instruction That Works: Researched-Based Strategies" Marzano, Robert J., Pickering, Debra L., and Pollock, Jane E.,ASCD, 2001.

To effctively summarize, students must deletesome information, substitute some information, and keep

some information.Summarizing is key to effective note taking because research shows that verbatin note taking is the least effective and that the more notes taken, the better the comrehension.

Effectve classroom practice can involve teachers providing students with prepared notes, formats for note taking, or a combination of teacher prepared and student-generated notes. Notes should always be considered a work in progress and used as study guides for tests.

Other Research:

Students have to analyze information at a deep level in order to decide what information to delete, what to substitute, and what to keep when they are asked to give a summary (Anderson, V., &Hidi, 1988/1989; Hidi & Anderson, 1987).

Teachers-prepared notes show students what is important and how ideas relate, and offer a model for how students should take notes themselves (Marzano et al., 2001).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Comprehension of Informational Text	2011-09-06	2012-06-25	All Social Studies Teaching Staff
Differentiated Instruction	2011-09-06	2012-06-25	All Teaching Staff
Integrated Technology	2011-09-06	2012-06-25	All Teaching Staff
Narrative and Graphic Resources	2011-09-06	2012-06-25	All Teaching Staff
Project Base Learning Assessments	2011-09-06	2012-06-25	All Social Studies Teaching Staff

4.2.3.1. Activity: Comprehension of Informational Text

Activity Description: Teachers will assist students in comprehending informational texts through Historical Materials.

Planned staff responsible for implementing activity: All Social Studies Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
History books	General Funds	0.00	0.00

4.2.3.2. Activity: Differentiated Instruction

Activity Description: Teachers will use Project Base learning assessments materials to differentiate instruction for Special Education and at-risk students.

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction materials	Title I Part A	0.00	0.00

4.2.3.3. Activity: Integrated Technology

Activity Description: Teachers will use multimedia resources to present social studies content in classrooms

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title II Part A	0.00	0.00

4.2.3.4. Activity: Narrative and Graphic Resources

Activity Description: Teaches will develop integrated lessons using various narrative and graphic resources for teaching historical content

Planned staff responsible for implementing activity: All Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
History books	General Funds	0.00	0.00

4.2.3.5. Activity: Project Base Learning Assessments

Activity Type: Professional Development

Activity Description: Teachers will participate in social studies workshops in learning how to implement Project Base learning assessments.

Planned staff responsible for implementing activity: All Social Studies Teaching Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-25

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction materials	Title I Part A	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	$0.00	$0.00
Title II Part A	$0.00	$0.00
General Funds	$0.00	$0.00
Title I Part A	$10,000.00	$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

   The comprehensive needs assessments (CNA) was completed by the school improvement team, and administrators, by collecting, analyzing and summarizing the four types of data as required: Demographic data, Student Achievement data, Perception data, and School Process Rubric data.

   Demographic data was collected through the use of the school data profile. Perception data was collected with the use of surveys for parents and staff, and student achivement data was collected and analyzed to review student strengths as well as needs.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

   A. Demographic Data
   Crescent Academy Staff Demographic
   Ave years in Education = 5-20 years
   Ave yeas in building = 3-5 years
   Principal = 5 years

   Crescent Academy Student Demographic Data
   Total Student Body = 388
   African American Students = 97%
   Multi-Racial = 0.8%
   White = 0.5%
   Male Students = 44.2%
   Female Students = 55.8%
   Students with Disabilities = 0.19%
   Economically Disadvantage Students = 83.7%

   B. Student Achievement Data

   MEAP 2010 - 2011

Grade 3

Reading Level 1 or 2 = 85.71%
Economically Disadvantage Level Reading 1 or 2 = 84%
Students with Disabilities Level 1 or 2 = < 10%

Math Level 1 or 2 = 92.86
Economically Disadvantage Level 1 or 2 Math = 94%
Students with Disabilities Level 1 or 2 = < 10%

Grade 4

Reading Level 1 or 2 = 75.93%
Economically Disadvantage Level 1 or 2 Reading = 83%
Students with Disabilities Level 1 or 2 = < 10%

Math Level 1 or 2 = 85.19%
Economically Disadvantage Level 1 or 2 Math = 88%
Students with Disabilities Level 1 or 2 = < 10%

Writing Level 1 or 2 = 35.19%
Economically Disadvantage Level 1 or 2 Writing = 38%
Students with Disabilities Level 1 or 2 = < 10%

Grade 5

Reading Level 1 or 2 = 68%
Economically Disadvantage Level 1 or 2 Reading = 66%
Students with Disabilities Level 1 or 2 = < 10%

Math Level 1 or 2 = 68%
Economically Disadvantage Level 1 or 2 Math = 68%
Students with Disabilities Level 1 or 2 = < 10%

Science 1 or 2 = 42%
Economically Disadvantage Level 1 or 2 Science = 42%
Students with Disabilities Level 1 or 2 = < 10%

Grade 6

Reading Level 1 or 2 = 69.39%
Economically Disadvantage Level 1 or 2 Reading = 68%
Students with Disabilities Level 1 or 2 = < 10%

Math Level 1 or 2 = 69.39%
Economically Disadvantage Level 1 or 2 = Math 71%
Students with Disabilities Level 1 or 2 = < 10%

Social Studies Level 1 or 2 = 67.35%

Economically Disadvantage Level 1 or 2 Social Studies = 65%
Students with Disabilities Level 1 or 2 = < 10%

Grade 7

Reading Level 1 or 2 = 60.98%
Economically Disadvantage Level 1 or 2 Reading = 64%
Students with Disabilities Level 1 or 2 = < 10%

Math Level 1 or 2 = 78.05%
Economically Disadvantage Level 1 or 2 Math = 79%
Students with Disabilities Level 1 or 2 = < 10%

Writing Level 1 or 2 = 31.71%
Economically Disadvantage Level 1 or 2 Writing = 33%
Students with Disabilities Level 1 or 2 = < 10%

Grade 8

Reading Level 1 or 2 = 78.05%
Economically Disadvantage Level 1 or 2 Reading = 73%
Students with Disabilities Level 1 or 2 = < 10%

Math Level 1 or 2 = 63.41%
Economically Disadvantage Level 1 or 2 Math = 65%
Students with Disabilities Level 1 or 2 = < 10%

Science Level 1 or 2 = 73.17%
Economically Disadvantage Level 1 or 2 Science = 73%
Students with Disabilities Level 1 or 2 = < 10%

Grade 9

Social Studies Level 1 or 2 = 78.79%
Economically Disadvantage Level 1 or 2 Social Studies = 86%
Students with Disabilities Level 1 or 2 = < 10%

(SCANTRON DATA: READING & MATH - SEE SUPPORTING ADDITIONAL DOCUMENTS)

C. Parent Perception Data

Parent Survey

Strengths:

(+) Learning is seen as the most important resason for attending school (99.6%)

(+) The school is a safe place to learn (99.6%)

Weakness

(-) Staff members provide parents with information and techniques to help students learn at home (13%)

(-) Student achievements are features in school newspaper, newsletters and other media (15.9%)

To deal with the negative aspects teachers will provide weekly progress reports to parents and keep in constant contact with those stuggling in class. The teacher will provide the parents with techniques to help the child be successful.

Teacher Survey

Strenght

(+) School goals are annually reviewed through a comprehensive needs assessment process (100%)

(+) The school goals focus on improving student performance (100%)

Weakness

(-) Learning time is protected from interruptions

(-) There is a consistency among teachers on general dsicipline procedures for students

To deal with these weaknesses, teachers will work on their classroom management skills.

Student Surveys

(+) Learning is the most important reason for going to school (98%)

(+) The school is a safe and secure place to learn (93%)

(-) Teachers give extra help to students who want it or need it (86%)

(-) Teachers do not spend too much time disciplining students (42%)

To deal with these weaknesses, students will be offered "After School Homework help" and "Saturday School help" to get extra help by certified teachers.

D. School Programs/Process Data

Strenghts identified significantly impact/support student achievement in the building include the use of best practice strategies, updated curriculum supported by many opportunities for professional development, addition of technology and software programs and the various support staff provided to reinforce the classroom teacher and targeted students.

Based on the process rubric the following target areas were selected:

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.A.1 The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

II.3.A.4 Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

III.2.A.1 All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

III.2.B.1 Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

IV.1.B.2 The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

Crescent Academy has implemented a Teacher Support Team (TST) program which includes: staff, administrators, parents, and students as partners in education. TST is a specialized program within the classroom to serve students who have special learning challenges. TST screens all students to identify those

who are at risk for learning failure. Through regular opportunities to consult with TST, classroom teachers gain specific knowledge and skills to use with their children in proactive, focused interventions. Intensive intervention delivered by specially trained instructional staff is provided to identify youngsters early in the school program to prevent failure. Their progress is monitored at ten week increments throughout the school year. Teachers trained in special education provide individual support to students identified through the Individual Education Plan (IEP) process.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

Crescent Academy has established a Leadership Team as a core working committee to address school reform through application of Title I planning. The committee consists of teachers and administrators.

Crescent's core content committee met throughout the year to work on the goals and curriculum needs identified by the teachers and carried over to school imporvement team. OUr Deputy Director, who also is in charge of the data, disaggregate updated MEAP, Scantron, DRA, quaterly exam data, reviews curriculum, and works with the school improvement team to establish stratigies and work to develop an action plan to address school improvement goals.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Crescent Academy uses Curriculum Crafter (KC4) as their defined curriculum for the school. The common core draft for English and Mathematics is updated every week by our Deputy Director. Curriculum Crafter is in direct correlation to teh state standards to meet academic goals for students.

Recognizing the unique needs of Title I, At Risk, and Special Education students, staff continue to adapt and modify the curriculum to match the instructional delivery to the learning needs of students.

January/February 2012 - Scantron Performance Series Testing begins. Data from Scantron is analyzed right after testing is complete. 2nd quarter comes to and end and 3rd quarter begins. MEAP data and other assessments data is analyzed to identify strenghts and weakness.

March/April 2012 - Superintendent and Deputy Director meet to identify (after analyzing all the data) curriculum or instructional gaps and determine research base stratigies to address the instructional and curriculum needs.

May/June 2012 - Scantron Performance Series Testing begins. Data from Scantron is analyzed right after testing is complete. 3rd quarter ends, 4th quarter begins. The school improvement plan team meets to make any necessary changes to the plan to meet the needs of students and or teachers.

July-August 2012 - School Improvement Team meets throughtout the time period to finish up the school improvement plan for the following year, make any changes were needed and meets with administration.

Fall 2012 School Year - School Improvement Plan is adopted and used throughtout the school year.

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

At Crescent Academy,we strongly seek our stakeholders input in decisions made about curriculum, instruction and assessment. Every staff member is encouraged to engage in decision making process for the SIP. These decisions are made based upon various data sources that are gathered. This data is used to identify strengths, weaknesses and growth of individual students.

Staff are trained in differentiated instruction, in accordance of the SIP, to ensure the sucess of individual students.

Teachers utilize many different sources of data, i.e. Performance Series, MEAP, MLPP, ACT Explorer, Study Island, to modify classroom instruction.

Professional development is directly correlated to the annual SIP and based on input from all teaching staff. Stakeholders and staff have an input in curriculum, intruction and assessment.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

A. Teacher Assurance

One hundred percent (100%) of the twenty-three 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 majorin any subject area directly related to elementary teacher/middle school teacher, or achieve National Board Certification, or credentialing in any subjects or an appropriate development level(s), or the high objective uniform state standard of evaluation (H.O.U.S.S.E.)

B. Paraprofessionals Assurance

One hundred percent (100%) of the seven paraprofessionals 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 or passed state test work-keys.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

Staffed by 23 certified teachers with an average of 1 - 3 years experience, Crescent Academy offers many competitive incentives to its teachers. A mentoring program was established in 2008, 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.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

   School/District Initiatives
   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.

   Initiatives to Attract Highly Qualified Teachers include: whole-staff management training, content-area conferences and group workshops,
   small class size, clean and safe environment, parental support, paraprofessional assistance to support instruction.

3. Describe the rate of teacher turnover for the school.

   The turnover rate from the 2007 - 2008 school year was approximately 50%. In 2008 - 2009 school year the turnover rate was approximately 6.5%. In 2009 - 2010 school year the turnover rate was approximately 8.6%. In 2010 - 2011 the turnover rate was approximately 6.5%

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

   Initiatives to Attract Highly Qualified Teachers include: whole-staff management training, content-area conferences and group workshops,small class size, clean and safe environment, parental support, paraprofessional assistance to support instruction.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

   Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Section 1118 (e) (1): Assist parents in understanding the State's content standards and assessments and how to monitor the child's progress.

Crescent Academy provides parents with a full understand of the state's content standards are our annual Welcome Week Parent Meeting at the Northwest Activity Center. There, parents here a full description of the curriculum and are invited to meet with all our teaching staff in accordance with their child's grade level. There, parents also get another full description of the content material their child will be learning the upcoming school year. Crescent Academy provides parents with weekly progress reports and report cards that are sent off at the end of each quarter semester. Parent-Teacher conferences are also held annually during each quarter semester. Conferences with individual parents are held at the request of either the teacher and or parent as needed throughout the year. Phone calls to individual parents are ongoing throughout the year as well.

Section 1118 (e) (2): Provide materials and training to help parents work with their children.

Crescent Academy assists all parents in working with their children by conducting training through:
o Science Fair
o Award Ceremonies
o Summer Teacher Generated Packets
o Study Island
o Student Planners
o Annual Family Fun Night
o Welcome Back Orientation
o Reading Month
o E-Transcripts
o School Counselors

Section 1118 (e) (3): Train staff to build effective parent involvement.

Staff is provided with materials, instructions, and suggestions to build effective parent involvement in their classrooms throughout the year. Parent surveys are also distributed every year in order to give the parents a voice about the services and current programs that are offered throughout the year. The results will be reviewed to evaluate, develop, and implement school programs. The staff receives training from professional development throughout the year.

Section 1118 (e) (4): Collaborate with other programs to coordinate parent involvement.

Crescent Academy provides the services of a social worker to address parents concerns and provide parents with a list of social services available in the community. We also have a Homeless Liaison who helps parents who are financially struggling get some relief for their families. Crescent also works with Oakland County and Oakland Schools to coordinate parental involvement.

Section 1118 (e) (5): Provide information in a format ad language that parents will understand.

All information regarding activities will be sent to parents in a format and language that they can easily understand. At the beginning of the school year a letter is sent home notifying the parents that they ca request information regarding the qualifications of their child's classroom teacher. A letter will be sent home notifying the parents if their child's teacher is not highly qualified within four weeks.

Section 1118 (e) (14): Provide other reasonable support for parent involvement as parents may request.

All teachers and the administrators have an "Open Door Policy", which will allow the parents to meet to discuss any pressing concerns or issues as they arise throughout the school year in a timely manner. Parents can contribute their ideas about our schedule wither through calling, writing, or through our surveys.

Section 1118 (f): Provide all opportunities for participation of parents with limited English Proficiency or with disabilities and for parents of migratory children.

All information regarding activities will be sent to parents in a format and language that they can easily understand. At the beginning of the school year a letter is sent home notifying the parents that they ca request information regarding the qualifications of their child's classroom teacher. A letter will be sent home notifying the parents if their child's teacher is not highly qualified within four weeks.

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

    The educational program is designed through:

    Annual parent surveys

    Innviting all parents to Family Fun Night

    Providing calendar of cchool events on our website

    Providing annual educational reports to our parents and community. Which are also found on our website

    Maintain an "open-door" policy to communicate with parents and educators

    Communicate with parents through the use of phone, internet, verbal, and or written

    Providing a parent/teacher/student compact which will be discussed at the start of school and the first parent-teacher conference.

2b. Implementation

    August 2011- June 2012 (3rd Tuesday of every month) Crescent will hold PTO meetings open to the PTO board, parents, staff and principal. This will be completed by June 2012

    September 3, 2011 will be devoted to Curriculum Day, which will involve the principal, staff, parents, school board and CS Partners. This will be completed by September 2011.

    October 2011 Crecent will hold an Annual Title I Parent Meeting at Crescent Academy. This will invovle

the instructional staff, the principal
the title one director and parents. This will be completed in May 2011.

October 2011 Crescent Academy will hold Parent Teacher Conference. This will invovle the instructional staff, the principal, Title I director,and parents. This will be completed in October 2011.

November 2011 will have our Parent/ Student Game Night at Crescent Academy. This will involve the instructional staff, the principal, parents,
students, and trainers. This event will be completed in November 2011.

November 2011 Crescent will hold their second Curriculum Day which will involve the principal, the staff, parents, school board, and CS Partners.
This event will be completed in November 2011.

November 2011 Crescent will hold their second Parent Teacher Conferences which will involve the principal, staff and parents. This event will be completed in November 2011.

March 2012 Crescent will have their third Parent Teacher Conferences which will include the principal, staff, and parents. This event will be completed in March 2012.

April 2012 Crescent will have a Career Day which will include the principal, staff, and parents. This event will be completed in April 2012.

May 2012 Crescent will have their Kindergarten Roundup Sessions which will include the kindergarten staff, principal, and the parents.
This event will be completed in August 2012.

May 2012 Crescent will hold their last Parent Teacher Conferences for the year. This event will include the principal, staff, and parents.
This event will be completed in May 2012.

The Parent Student Teacher Compact will be discussed at the October Parent Teacher Conferences and parents will sign off on this
document at that time.

2c. Evaluation

Parent surveys are conducted annually, including open response opportunities.

Parent Volunteer sign-in sheets to provide data regarding the amount of participation at each event on an annual basis.

Parent - Teacher conferences are conducted at various times throughout the year offering opportunities for feedback and conversation. Also, providing data showing participation of parents.

At Crescent Academy will maintain an "open-door" policy with our parents allowing for feeback at any time.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Annual educational report is posted to Crescent Academy website for everyone to view and is available by request.

Posting test scores on Skyward for parents to view at anytime.

Report cards are sent home every quarter with parent attendance to discuss results of the quarter at parent-teacher conferences.

Progress reports are sent out weekly, allowing parents to see their childs progress on a weekly basis.

At parent-teacher conferences, performance series testing, MEAP, Plan, and Explorer, Quaterly assesments are provided and discussed with parents on an individual basis to ensure full understanding of the results.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Crescent Academy supports a strong connection between parents, teachers, and students. We value input of all community stakeholders and understand the importance of a good and symbolic relationship. The school parent compact will be introduced at orienation for the new school year and signed by the parents at the Fall parent-teacher conference. By doing so, it assures our goal of committment to respect and responsibility enabling each student to succeed at Crescent Academy.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

Parent surveys are conducted every year during Spring to evaluate the Schoolwide Plan and Crescent has Parent Teacher Organization (PTO) meetings throughout the year. Also, focus parent meetings are conducted to identify the strengths and weakness of the Plan.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

Crescent Academy had a return rate of over 70% of the surveys the school sent home.

The results identified that parents wanted an afterschool homework help for the children due to the fact that the parents could not always help their children with their homework. In responsing, Crescent Academy developed an "After-School Homework Help" program that allows the students to stay afterschool and meet with highly qualified teachers in the classroom to do their homework and or study for upcoming tests/exams. Along with homework help, the students are given a hot meal before they start and when they have completed homework help. Crescent Academy uses their school buses to drop the studnets off at a mutal stop in Detroit, Michigan.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the

District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Preschool transition Strategies

Academic preparation and success begins before a child enters into a formal kindergarten program. It is with this philosophy that Crescent Academy has implemented a Pre-kindergarten program funded through the Great Start Readiness Program. In order to facilitate the transition from the Pre-K program into kindergarten the following strategies will be implemented.

A. Visit the Kindergarten Classroom

The kindergarten teacher and preschool teachers will schedule at least three days in the fall and spring for the pre-k students to visit the kindergarten classrooms and participate in various components of the kindergarten day.

B. Training for Preschool Parents

In the fall, the pre-k teacher will introduce parents to the standards and expectations of kindergarten students and provide them with information and strategies to assist them in preparing their students' for kindergarten readiness.

C. Kindergarten Round-up

In May of each school year the kindergarten teachers will host a kindergarten round-up for the parents of incoming kindergarten students. The teachers will present the kindergarten curriculum, samples of curriculum components, and information regarding the school procedures and polices.

D. Jump Into Kindergarten

Crescent Academy will provide incoming kindergarten students with a kindergarten readiness program during the summer recess. The program will last for four weeks and will focus on emergent literacy skills, and social and character skills.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

All students at Crescent Academy take quarterly exams assessing the content they have learned. At the beginning of the school year, the school calendar is distributed to teachers and students. The calendar designates days for exam review and exam administration. The students are given a week of review with their teacher of record and then the exams are administered the following week of review.

It is the staff's goal to make use of common prep times, weekly staff and grade level meetings as well as professional development days 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.

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

Teachers also utilize information gained from tests such as the MEAP, MLLP, and Performance Testing. Upon receipt of the testing results, teachers will meet by grade level and grade level ranges to analyze the results. At this time they formulate strategies to close achievement gaps or deficiencies in specific areas.

Teachers have an inservice where they are part of a "Data Dig", which involves looking at their students' assessment scores to see how they measure up in terms of grade level content expectations. Teachers then try to create lesson that target any gaps in the curriculum students are struggling with.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Alternative assessments used to provide authentic assessment of pupils' achievements, skills and competencies are as follows:

1. Scantron Performance Series Testing
2. DRA Testing
3. Study Island
4. Quaterly Exams
5. Curriculum Crafter generated section tests

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

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:

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 (Study Island), 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 (Study Island) 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.

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.

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.

2. Describe the identification process for students that are not mastering the State's academic achievement 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:

MEAP: Students who score at a level of 3 & 4 (grades 3-8th) receive additional help through the Study Island learning which focuses on the areas of Reading, Math, Science & Social Studies.

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 (Study Island), the Saturday School program, the Summer School Program and can also be assigned to receive help from the Para Pro (teacher aid).

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.

Saturday School: Provides students with an intense extended academic program each Saturday. Students who participate in the Saturday School Program work on closing up their gap.

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 (Study Island) 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.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

   The list of state educational agency and local educational agencey programs that will be coordinated in the schoolwide program are as follows:

   1. Title I A

   2. Title II A

   3. Section 31a

   4. General Funds

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

   A. Title IA

   Title I Coordinator; School Counselor; School Social Worker;

   B. Title IIA

   Professional Development in the following areas:
   Achievement Series and Performance Series Assessment
   Peer Coaching
   Ongoing training in SIP goals in Math, ELA, Science, and Social Studies

   c. 31a
   Paraprofessional staff

   D. General Budget

   Parent Teacher Conferences; Parent Meetings; Professionals Learning Community Meetings; Goal areas student resource materials

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

   Schoolwide Components Funds

   1. Comprehension Needs Assessments General fund, Title 1

   2. School wide Reform Strategies General fund, Title 1

   3. Instruction Highly qualified
   Professional Staff Title IIA, General fund

*4. Strategies to Attract Highly-Qualified
Teachers to High Need Schools General fund, Title I, Title IIA.*

*5. Highly Quality and Ongoing Professional
Development Tile IIA, General fund.*

*6. Strategies to Increase Parental
Involvement. Title I, General fund*

7. Preschool Transition Strategies General fund

*8. Teacher Participation in Making
Assessments Decisions General fund*

*9. Timely and Additional Assistances
to Students Having Difficulty General fund and 31a*

*10. Coordination and Integration of Federal,
State, and Local Programs and Resources General fund*

Evaluation of Schoolwide Plan General fund and Title I

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Funds used at Crescent Academy will be coordinated and integrated from the general funds, Title 1, Title ii a, and 31a to support a variety of programs. The programs will be selected to provide staff, parents, and students the skills and resources necessary to achieve the goals established for Crescent Academy. D

(PLEASE SEE ATTACHED DOCUMENT IN SUPPORTING DOCUMENTS: COORDINATION AND INTEGRATION OF RESOURCES.)

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Crescent Academy has integrated technology in all core areas of school, with emphasis of the school improvement plan. Technology includes:

Computer lab for all students

Computers in each classroom

Use of HD LCD Screens to use for multimedia or projector

Study Island

Mavis Beacon

Ed Helper

Performance Series Testing

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

   The comprehensive needs assessment is an ongoing process throughout the school year. The staff is asked to review the school improvement plan and goals and monitor the progess on each goal throughout the school year. Teachers conduct grade level assessments at the end of each quarter semester to all students in math, reading, science, and social studies. Teachers along with students take surveys related to the goals and the building.

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

   The school imporvement team is a major decision making body for Crescent Academy and is made up of the principal, assistant principal, teachers, and parents. The team meets at various times throughout the year and reports on concerns of the staff in terms of the SIP. Our Deputy Director collects, reviews, and analyzes student achievement data from a variety of sources that include MEAP (Michigan Educational Assessment Program), Scantron Performance Series, Diagnoistic Reading Assessments, Quarterly Exams, etc... The data is reviewed to determine what goals and strategies are appropriate to address the needs of our students.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

   The staff reviews the results of the evaluation and determines the impact of the program has had on student achivement. Crescent conducts a "Data Dig", that looks at the MEAP and Scantron scores from year to year to see student progress. The staff meests to discuss this data to prioritze student needs.

   The staff also reviews the use of quaterly assessments given each end of the quarter to determine whether they are useful at measuring and helping teachers enhacne and direct their instruction.

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

At Crescent Academy, our stakeholders play a critical role in the development of the SIP and are an integral part of the school community. In this case, we must be assured that the delivery of the information is in a language that everyone could understand. Our parent organization (CAPTO), meets monthly to discuss topics involving student and school information. The SIP is presented to CAPTO on an annual basis, with opportunity for their feedback.

Teachers meet with parents at parent-teacher conferences and family fun night to discuss their childs progress. All school board meetings are open to the public and are held on a monthly basis. We encourage parents to come and listen in on the meetings.

The school has an "open-door" policy and allows stakeholders to meet with teachers, administrators and others whenever needed.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

   The schoolwide improvement committee met various times throughtout the year to plan and desgin the 2011-2012 School Improvement Plan.

   When planning and designing Crescent Academy's SIP, all teaching staff gathered data from a variety of sources (i.e. preformance series testing, MEAP, ACT Explorer, MLPP and Scantron) to assure that goals were being met for specific needs of the students. Teaching staff offered input and suggestions reflecting to all aspects of SIP including professional development, activities, goals, and strategies to be used to improve student academic success. In addition, parent, staff and surveys were considered when writing new goals.

   The school improvement plan is monitored on a yearly basis by Crescent School Improvementand parents. It is updated every year based on staff and parent feedback. The Crescent Academy school board approves the plan annually.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](MCL 380.1280b))

   Response: *Yes*
   Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
   If yes, please provide a link to the report on your website in the comments field (if applicable).

   Response: *Yes*
   Comments: *www.crescentacademycharterschool.com*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

   Response: *Yes*
   Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

   Response: *Yes*
   Comments:

Health and Safety (HSAT)

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

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure
   a safe school environment.

   Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

   Response: *Yes*
   Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

   Response: *Yes*
   Comments:

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

   Response: *Yes*
   Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

   Response: *Adopted policy, fully implemented*
   Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

   Response: *Yes*
   Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

   Response: *Yes*
   Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

   Response: *Yes*
   Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

   Response: *Adopted policy, fully implemented*
   Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

    Response: *Yes*
    Comments:

11. The physical education curriculum used in our school is:

    Response: *Other curriculum*
    Comments: *Michigan GLCE's*

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

    Response: *Yes*
    Comments: *Family Fun Night, Kids sporting events, etc...*

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

    Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*
    Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

    Response: *Adopted policy, fully implemented*
    Comments: *Welness policy and administrations guides.*

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

    Response: *Yes*
    Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

    Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

    Response: *Yes*
    Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

    Response: *Yes*
    Comments:

19. Our school has a health services provider or school nurse accessible to students.

    Response: *Yes, but we do not have a health services provider or school nurse for every 650 students*
    Comments: *Access to nurse, field inquires safety/ medical action plans.*

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

    Response: *Written policy, fully implemented*
    Comments:

21. Our school has a system in place for collecting relevant student medical information.

    Response: *Yes*
    Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

    Response: *Adopted policy, fully implemented*
    Comments: *Character Ed and TST*

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

    Response: *Yes*
    Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments: *Parent Compact parent involvement policy*

31. Our school has a parent education program.

Response: *Yes*
Comments: *Parent Compact*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*
Comments: *Parent health surveys*

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*
Comments:

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *Yes*
Comments:

2. CIMS data is used to prepare the District Improvement Plan.

Response: *Yes*
Comments: *Corrective actions genereated from the CIMS workbook would included in the district improvement plan.*

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*
Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*
Comments:

3. The district has an Internet Safety Policy in place.

   Response: *Yes*
   Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

   Response: *Yes*
   Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

   Response: *Yes*
   Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

   Response: *Yes*
   Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

   Response: *Yes*
   Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

   Response: *Yes*
   Comments: *Use Scantron Performance Series Testing. Use Study Island, an online software that allows teachers to test students in all core subject areas and provide reports on were the student measures up based upon state and national rankings in grade level content expectations. Use LCD screens to present PowerPoint material to our high school students.*

9. The district adjusts its curriculum to include technology literacy for all students.

   Response: *Yes*
   Comments: *Technology Plan*

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

    Response: *Yes*

    Comments: *Have a technology plan in place to make sure teachers are using technology within their instructional time. Professional development is also used to make sure teachers understand the technology and know how to integrate them into the classroom.*

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Cherise	Cupidore	Superintendent	ccupidore@charterschoolpartners.com
Mr.	Ali	Bazzi	School Improvement Cord.	abazzi@charterschoolpartners.com
Mr.	Chuck	Stockwell	CSP, CEO	cstockwell @charterschoolpartners.com
Ms.	Angelica	Hernandez	Parent	ahernandez@charterschoolpartners.com
Dr.	Mike	Syropoulos	Facilitator	msyropou@aol.com
Ms.	Kim	Love	Director of Student Suppo	klove@charterschoolpartners.com
Ms.	Kelly	Ford	ELA Teacher	kford@charterschoolpartners.com
Mrs.	Racheal	Mills	Science Teacher	rmills@charterschoolpartners.com
Mr.	John	Wilson	Social Studies Teacher	jwilson@charterschoolpartners.com
Mrs.	Taquish	Smith	Elementary	tsmith@charterschoolpartners.com
Ms.	Adrienne	Chadwick	Director of Pre-K	achadwick@charterschoolpartners.com
Mrs.	Heidi	Schmidt	Director of Title 1	hschmidt@charterschoolpartners.com

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Cherise Cupidore, Principal
Address:	17570 W. 12 Mile Road, Southfield, MI 48076
Telephone Number:	(248) 423-4581

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact
- Coordination and Integration of Resources
- Scantron Grade Level Math Scores
- Scantron Grade Level Reading Scores

SCHOOL –PARENT INVOLVEMENT POLICY

Our parent involvement policy is consistent with that of the Crescent Academy Board Policies. Crescent Academy board approves policies for the school district. Crescent adheres to and implements at the building level according to requirements set forth in Section 118 of No Child Left Behind. The parent involvement policy will be included in the Crescent Academy orientation packet.

- Convene annual Title 1 meeting at a convenient time, to which all parents of participating Title I children shall be invited and encouraged to attend to inform parents of their school's Title I participation under this part to explain the requirements of the Title I, and the right of the parents to be involved.
- Offer flexible meeting schedules in the morning, after-school and in the evening to maximize the opportunities for parental participation. Transportation is provided as needed.
- We extend chances for parents to become actively involved in decision making and advocacy by providing the following:
    - o Parent Teacher Organization – PTO
    - o Providing parents with opportunities to attend "Parent Teacher Conferences"
    - o Providing parents and community with an Annual Education Report. This report summarizes the school goals, provides information on the school, recent MEAP Test scores and Special Programs that are sponsored by the school.
    - o Provide Parent Surveys
    - o Maintain an "Open Door Policy" encouraging parents to come to the school and meet with administration staff and or teachers.
- Provide parents of participating of Title I children information in a timely manner, either through written or verbal communication.
- Provide parents of participation Title I children a full description of the curriculum (Curriculum Crafter) in use at the school. We also inform them on forms of academic assessments used to measure student progress and the proficiency levels of students are expected to meet. All classrooms are equipped with Whiteboards to aid student learning. All curriculum is aligned with state mandated GLEC's
- Provide parents of participating Title I children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, and decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. These meetings may be held in the individual classrooms, with the principal present or any other necessary administrator.
- Parents are invited to board meetings to ensure that they have an input in developing the school compact and school improvement plan. Parents are welcome to submit any comments on the plan when the school makes the plan available.
- Parent-Teachers Conferences are as follows:
    - o September 8, 2011 6:00pm – 9:00pm (Orientation)
    - o October 21, 2011 6:00pm – 9:00pm
    - o March 1, 2012 6:00pm – 9:00pm

- o May 17, 2012 6:00pm – 9:00pm
- o June 7, 2012 6:00pm – 9:00pm (Promotion Conference)
- Frequent reports to parents on their child's progress are handed out every Friday or Monday before the children leave for the day. Parents get a detailed progress report underling strengths and weakness of that child. It also gives parents an idea on how they are progress through the first card marking.
- Parents are encouraged to volunteer during the day assisting in daily activities of the classroom. Parents must be certified by following the district policy concerning parent volunteering including a background check and fingerprinting. All volunteers need to be approved by the Superintendent.
  - o Parents are invited to join the individual classes for special occasions such as School Parties, School Dances, Character Ed Assembly, Graduation Assembly, Family Fun Night, Honors Assembly, and Field Trips.

In building an effective home-school partnership and in compliance with Section 1118 (e) of the No Child Left Behind Act, Crescent Academy will provide the following:

Section 1118 (e) (1): *Assist parents in understanding the State's content standards and assessments and how to monitor the child's progress.*

Crescent Academy provides parents with a full understand of the state's content standards are our annual Welcome Week Parent Meeting at the Northwest Activity Center. There, parents here a full description of the curriculum and are invited to meet with all our teaching staff in accordance with their child's grade level. There, parents also get another full description of the content material their child will be learning the upcoming school year. Crescent Academy provides parents with weekly progress reports and report cards that are sent off at the end of each quarter semester. Parent-Teacher conferences are also held annually during each quarter semester. Conferences with individual parents are held at the request of either the teacher and or parent as needed throughout the year. Phone calls to individual parents are ongoing throughout the year as well.

Section 1118 (e) (2): *Provide materials and training to help parents work with their children.*

Crescent Academy assists all parents in working with their children by conducting training through:

- o Science Fair
- o Award Ceremonies
- o Summer Teacher Generated Packets
- o Study Island
- o Student Planners
- o Annual Family Fun Night
- o Welcome Back Orientation
- o Reading Month
- o E-Transcripts
- o School Counselors

Section 1118 (e) (3): *Train staff to build effective parent involvement.*

Staff is provided with materials, instructions, and suggestions to build effective parent involvement in their classrooms throughout the year. Parent surveys are also distributed every year in order to give the parents a voice about the services and current programs that are offered throughout the year. The results will be reviewed to evaluate, develop, and implement school programs. The staff receives training from professional development throughout the year.

Section 1118 (e) (4): *Collaborate with other programs to coordinate parent involvement.*

Crescent Academy provides the services of a social worker to address parents concerns and provide parents with a list of social services available in the community. We also have a Homeless Liaison who helps parents who are financially struggling get some relief for their families. Crescent also works with Oakland County and Oakland Schools to coordinate parental involvement.

Section 1118 (e) (5): *Provide information in a format ad language that parents will understand.*

All information regarding activities will be sent to parents in a format and language that they can easily understand. At the beginning of the school year a letter is sent home notifying the parents that they ca request information regarding the qualifications of their child's classroom teacher. A letter will be sent home notifying the parents if their child's teacher is not highly qualified within four weeks.

Section 1118 (e) (14): *Provide other reasonable support for parent involvement as parents may request.*

All teachers and the administrators have an "Open Door Policy", which will allow the parents to meet to discuss any pressing concerns or issues as they arise throughout the school year in a timely manner. Parents can contribute their ideas about our schedule wither through calling, writing, or through our surveys.

Section 1118 (f): *Provide all opportunities for participation of parents with limited English Proficiency or with disabilities and for parents of migratory children.*

All information regarding activities will be sent to parents in a format and language that they can easily understand. At the beginning of the school year a letter is sent home notifying the parents that they ca request information regarding the qualifications of their child's classroom teacher. A letter will be sent home notifying the parents if their child's teacher is not highly qualified within four weeks.

PARENT/STUDENT/STAFF COMPACT

"A Promise of Commitment"

In partnership with the parents of Crescent Academy High School 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:_____

Coordination and Integration of Federal, State and Local Programs and Resources

Crescent Academy coordinates and integrates funds from Title I, IIA, 31A and district general funds to support a variety of programs as depicted in the chart below. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful.

Schoolwide Component	Fund Source	Programs
1. Comprehensive Needs Assessment	• General Funds • Title I	✓ After school programs ✓ Summer enrichment programs ✓ Saturday school
2. Schoolwide Reform Strategies	• General Funds	✓ Improvement/ schoolwide plan
3. Instruction by Highly Qualified Professional Staff	• Title II A first then General Funds	✓ 100% teachers are certified
4. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools	• General Fund	✓ District professional development ✓ Conferences to support continual learning ✓ Appreciation gift ✓ Dinner during conferences ✓ Classroom budget
5. High-Quality and Ongoing Professional Development	• General Funds • Title II A	✓ GLCE training ✓ Grade-level assessments ✓ Curriculum development
6. Parent Involvement	• Title I	✓ Parent programs ✓ Open house ✓ Family fun night
7. Transitions Strategies	• General Funds	✓ Transition day ✓ Curriculum Audit ✓ Recruitment programs
8. Teacher Strategies	• Title I A • Title II A • General Funds • Title 31 A	✓ Curriculum audit ✓ Grade level meetings ✓ Assessment workshops
9. Timely and Additional Assistance to Students	• General Fund	✓ After school programs ✓ Summer enrichment
10. Coordination & Integration of Federal, State, & Local Program & Resource.	• General Fund	✓ Coordination of funds is completed by the state and federal programs ✓ Coordination with staff, administration, and central office

Diagnostic Test Reports
Crescent Academy
Math Gains

Report Scope: Grade Levels
Broken Down By: Grade Level
Version: English

Time Frame: All Dates
Student Filtering: OFF

Grade Level ▲	Student Count	Testing Period 1 (9/13/10 to 10/31/10) Mean SS	SE of Mean SS	Testing Period 2 (4/28/11 to 6/15/11) Mean SS	SE of Mean SS	Gain Mean SS Difference	SE of Difference
Grade 2	42	1852	(26)	2031	(27)	+179	(19)
Grade 3	35	2080	(26)	2215	(25)	+135	(14)
Grade 4	44	2204	(26)	2310	(28)	+106	(16)
Grade 5	44	2252	(22)	2387	(22)	+135	(14)
Grade 6	33	2386	(37)	2473	(33)	+87	(19)
Grade 7	28	2426	(30)	2497	(28)	+71	(18)
Grade 8	25	2520	(40)	2650	(36)	+130	(22)
Grade 9	24	2556	(39)	2590	(38)	+34	(18)
Grade 10	8	2467	(88)	2544	(70)	+77	(37)

Student Filtering: Demographics
Demographic Filtering: All Included

Student Filtering: Groups
Group Filtering: All Included

Student Count	Number of students who completed a test within a given subject area.
Mean SS	Arithmetic mean of the overall Scaled Score (SS) for a group of interest.
SE of Mean SS	Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.

* The SS Difference is not significant if it is less than the SE of Mean SS Difference in absolute value.

Diagnostic Test Reports
Crescent Academy
Reading Gains

Report Scope: Grade Levels

Broken Down By: Grade Level

Time Frame: All Dates

Student Filtering: OFF

Grade Level ▲	Student Count	Testing Period 1 (9/13/10 to 10/31/10)		Testing Period 2 (4/28/11 to 6/15/11)		Gain	
		Mean SS	SE of Mean SS	Mean SS	SE of Mean SS	Mean SS Difference	SE of Difference
Grade 2	42	1839	(39)	2077	(41)	+238	(23)
Grade 3	35	2062	(49)	2316	(44)	+254	(31)
Grade 4	44	2266	(54)	2434	(49)	+168	(29)
Grade 5	44	2381	(45)	2571	(38)	+190	(28)
Grade 6	33	2556	(63)	2730	(55)	+174	(23)
Grade 7	28	2718	(43)	2787	(41)	+69	(31)
Grade 8	25	2824	(41)	2945	(42)	+121	(32)
Grade 9	24	2829	(37)	2965	(30)	+136	(26)
Grade 10	8	2813	(87)	2952	(94)	+139	(40)

Student Filtering: Demographics
Demographic Filtering: All Included

Student Filtering: Groups
Group Filtering: All Included

Student Count Number of students who completed a test within a given subject area.

Mean SS Arithmetic mean of the overall Scaled Score (SS) for a group of interest.

SE of Mean SS Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.

* The SS Difference is not significant if it is less than the SE of Mean SS Difference in absolute value.