



District Improvement Plan

Crescent Academy

Mrs. Cherise Cupidore
17570 WEST 12 MILE RD
17570 West Twelve Mile Road
SOUTHFIELD, MI 48076-1905

TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School System.....	4
System's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8
Improvement Plan Stakeholder Involvement	
Introduction.....	10
Improvement Planning Process.....	11
District Additional Requirements Diagnostic	
Introduction.....	13
District Additional Requirements Diagnostic.....	14
Goals and Plans 2016 - 2017	
Overview.....	18
Goals Summary.....	19
Goal 1: 2016 - 2017 All students will increase their proficiency in reading	20
Goal 2: 2016-2017 All students will increase their proficiency in writing	32
Goal 3: 2016 - 2017 All students will increase their proficiency in math	36

Goal 4: 2016-2017 All students will increase their proficiency in science	46
Goal 5: 2016-2017 All students will increase their proficiency in social studies	53
Goal 6: 2016 - 2017 Crescent Academy District will increase students use of technology	57
Activity Summary by Funding Source	59
Activity Summary by School	75

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

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

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

Description of the School System

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

Crescent Academy is located in Southfield, Michigan. We are made up of five campuses - Pre - K, Kindergarten, Elementary, Middle and High School. The Pre-K campus has 143 students; 55 males (40%) and 88 females (60%). 98% of these students are African American. The elementary campuses (both Kindergarten and grades 1-4) are comprised of approximately 30 classroom teachers. In regards to the student demographics, these campuses serve 684 students total; 339 male students (50%) and 345 female students (50%). Most of the students at these campuses are African American, at approximately 98%. These campuses also have a large percentage (60%) of students qualifying for free or reduces lunch. The middle school campus has 328 students. There are 165 (50%) males and 163 (50%) females. African American students here make up 99%. At the middle school campus (60%) of the students qualify for free and reduced lunch. The high school campus 147 students. There are 60 (40%) male students and 87 (60%) female students. The high school campus also has a large percentage (50%) of students qualifying for free or reduced lunch. Over the last four years Crescent Academy has undergone tremendous growth. In 2011, Crescent Academy opened up a primary to accommodate the growth; Kindergarten students are located in this building. In 2012, Crescent Academy expanded to a third campus for its elementary students in grades one through five. Crescent Academy elementary is split between these two campuses. Also, in 2012 Crescent Academy opened up the Pre-K campus. Overall, Crescent Academy's student population has been steadily growing, in some cases doubling in size. Lastly, a strong reason for growth was the closing of nearby schools and the building growth of our academic programs.

System's Purpose

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

Crescent Academy Vision, Mission and Beliefs

Vision Statement:

We, at Crescent Academy, believe that school should reflect a caring community and a safe and fair environment in which the school staff, along 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 educated and informed 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 will 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 of 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 our students.

Notable Achievements and Areas of Improvement

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

In 2013/2014 school year we were ranked 30th in the Top to Bottom list, identifying us as a Reward School again. Crescent Academy has gained many novice teachers to both the profession, and the school, forcing us to look at our routines in place and make necessary changes. To support all teachers common planning time was added during the daily schedules. Mentoring time was also built into the daily schedule that allowed mentors to meet with their mentees, and teachers to observe other teachers in their classrooms. Teachers were given more opportunities this year to become involved in school reform and the changing of policies and procedures in place through the use of task forces. Areas of improvement for the next three years will include a strong focus on improvement of math and reading proficiency through use of data analysis and meetings, strengthening curriculum items such as scope and sequences and units and continuing the transition to Common Core.

During the 2015 - 2016 sports season, Crescent Academy School District received the highest honor available to teams - DetroitPAL Organization of the Year! Crescent Academy ranked highest academically out of more than 20 teams and 450 athletes.

Additional Information

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

Crescent Academy School District use The Conscious Discipline model in all of its schools. This award winning program was created by Dr. Becky Bailey, a pioneer in creating positive environments for children, families and schools.

Here are three essential ingredients for our Conscious Discipline District Success:

A willingness to learn: Without willingness, each interaction becomes a power struggle instead of a learning opportunity. The School Family brings all children, especially the most difficult, to a place of willingness through a sense of belonging.

Impulse control: Connection with others is the construct that literally wires the brain for impulse control. Disconnected children are disruptive and prone to aggressive or bullying behaviors. External reward/punishment systems cannot improve a child's ability to self-regulate because they are not designed to teach new skills. The School Family uses connection to encourage impulse control while teaching self-regulation skills in context.

Attention: Our intentional system is sensitive to stress and becomes engaged with positive emotions. The School Family reduces stress while creating an atmosphere of caring, encouragement and meaningful contributions. These components are essential for children to develop and apply sustained attention.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The core members of the District Improvement Team is comprised of members of central administration, individual building administration, the Title I Director, instructional staff and parents. The Director of Title I, along with the support of a state approved consultant/Title I Facilitator, had the primary role of overseeing and approving each of the components of the District Improvement Plan. Instructional staff that were part of the core team were chosen based on their positions within the school. These faculty members were from all grade levels, K-12, and have proven to have leadership qualities and effective classroom strategies. We felt that these staff member had the most knowledge of curriculum, assessment and culture at Crescent Academy. Most of these teachers were mentor teachers or PLC leaders, which meant that all information that was discussed and decisions that were made at meetings, could be easily communicated to all staff stakeholders during other meetings. These members were given a choice of whether or not to be a core component of the School Improvement Team and had accepted, along with their identified roles within the team. Monthly meetings were scheduled after school to accommodate everyone's schedule as best as possible and to not interfere with instructional time in the classroom. Parent representatives were chosen based on their involvement in the school, as well as knowledge of programs available to students. Monthly meetings were planned at the start of the school year so that parents could plan ahead and accommodate their schedules. If needed, supplementary meetings were held with parents to keep them up to date.

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

The core members of the District Improvement Team were responsible for analyzing data regarding student achievement, school demographics and perceptions from students, staff and parents. The entire staff assists with creating goals and objectives within the school Improvement Plans, but the core members of the District Improvement Team are involved at a deeper level to expand and identify the strategies and activities that are being used, as shared by the staff. District Improvement Plan updates are given monthly at staff meetings allowing all faculty to offer input and suggestions and allow cohesive effort. Parents were helpful in discussions around parent perception data and ways in which to improve parental involvement and education at a district level.

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

Bi-monthly District Improvement meetings are held to assure that all team members are up to date on the progress of the plan. In these meetings, time is available for members to share conclusions or suggestions for various plan components. Crescent Academy believes that the District Improvement Plan is a working document, and always has room for change as it relates to our students' needs and the School Improvement Plans. Specific goals and objectives are shared with the whole staff at staff meetings. The final District Improvement Plan is shared with all stakeholders at a district-wide meeting.

District Additional Requirements Diagnostic

Introduction

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

District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	CIMS data is consistently reviewed to ensure compliance.	

Label	Assurance	Response	Comment	Attachment
	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).	Yes	CIMS data is used to prepare our District Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	The district has a process to monitor adult and student use of the internet.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	No		

District Improvement Plan

Crescent Academy

Label	Assurance	Response	Comment	Attachment
	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.	No		

Label	Assurance	Response	Comment	Attachment
	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.	Yes	Teachers at the elementary level have projectors in each of their classrooms. Additionally, they have access to two Mimio devices which turn their white boards into interactive white boards. Compass Learning is implemented as a Tier 2 intervention for students that have been identified. Compass Learning allows teachers to see the learning gaps as each student works at their own pace. Some teachers choose to use the Scoot-pad, a computer based program, for tracking of student progress and behavior in the classroom.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	No		

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

District Improvement Plan

Crescent Academy

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Cherise Cupidore Superintendent 17570 W. 12 Mile Road Southfield, MI 48076 248.423.4581	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		Parent Involvement Plan Parent-Student Compact

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes	Crescent Academy's third graduating class of 20 students received 1.8 million in scholarship money. We have also attached our PD Plan for the 2016 - 2017 school year.	Crescent Academy District PD Plan for 2016 - 2017

Goals and Plans 2016 - 2017

Overview

Plan Name

Goals and Plans 2016 - 2017

Plan Description

Goals and Plans for the 2016 - 2017 school year that includes funding resources

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016 - 2017 All students will increase their proficiency in reading	Objectives: 3 Strategies: 4 Activities: 23	Academic	\$136498
2	2016-2017 All students will increase their proficiency in writing	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$59000
3	2016 - 2017 All students will increase their proficiency in math	Objectives: 2 Strategies: 3 Activities: 27	Academic	\$270018
4	2016-2017 All students will increase their proficiency in science	Objectives: 2 Strategies: 4 Activities: 18	Academic	\$51750
5	2016-2017 All students will increase their proficiency in social studies	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$45000
6	2016 - 2017 Crescent Academy District will increase students use of technology	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$250

Goal 1: 2016 - 2017 All students will increase their proficiency in reading

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American and Bottom 30% students will demonstrate a proficiency in reading in English Language Arts by 06/09/2017 as measured by M-STEP..

(shared) Strategy 1:

Nonlinguistic Representation - Teachers will use visuals to support instruction, and ask students to generate mental images representing content. These mental images will assist the students in better understanding the reading that is taking place, thus increasing proficiency in reading.

Category: English/Language Arts

Research Cited: 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 representations, making physical models, generating

mental pictures, drawing pictures and pictographs and engaging in kinesthetic activities. These activities should elaborate 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: linguistic (by reading or hearing lectures), and non-linguistic (through visual imagery, kinesthetic or whole body modes). 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, & Pollack, 2001). Visual representations 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, making desired learning outcomes clearer to them. Criterion-referenced feedback provides the right kind of guidance for improving student understanding (Crooks, 1998; Wilburn & Felps, 1983).

Tier: Tier 1

Activity - Phonemic Awareness Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade teachers will utilize "Making Great Readers" and "Road to the Code" programs and lessons to increase phonemic awareness skills. Schools: Crescent Academy Elementary	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals

Activity - Role Playing/Readers Theatre	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Role Playing will allow students to experience a text, or see a problem, from another perspective. It will allow students to take risk-free positions by acting out characters in hypothetical situations. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Graphic Organizers/Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers and thinking maps as a way to present information in a visual way for students to better understand material being taught. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Monitoring of Nonlinguistic Representation Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies. Schools: All Schools	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Professional Development: Understanding the Common Core English Language Arts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for ELA. Further, staff will be provided with handouts and materials to aid in engaging learners in the ELA concepts to help make instruction more interactive. Follow-up activities and extension activities to keep the ELA learning a year long process. Resources will be available to help with incorporating ELA into science, math and social studies. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team

(shared) Strategy 2:

Differentiated Instruction - Teachers will use differentiated instruction to address the needs of all students.

Category: English/Language Arts

Research Cited: Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning

District Improvement Plan

Crescent Academy

preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with appropriate levels of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for students 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 taking increasing responsibility for their own growth. In differentiated classrooms, it is 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 brain (Caine & Caine, 1991). Students learn best when presented with moderate challenges - not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszenmihalyi, Rathunde, & Whalen, 1993; Tomlinson, 1999).

Tier: Tier 1

Activity - Teacher Training on Reading and Writing Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive training on implementing successful blocks of Reader's and Writer's Workshop in the classroom. Teachers will be trained on aligning Reading and Writing Centers with Common Core Standards at various levels of instruction. Teachers in grades K-5 will receive coaching throughout the year. Schools: All Schools	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$20000	School Improvement Grant (SIG)	Teachers, Paraprofessionals
Activity - Guided Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped in ways that allow teachers to work with small groups reading texts at their individual levels Schools: Crescent Academy Elementary	Direct Instruction	Tier 1		09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to address the diverse needs of the students in a given classroom to ensure success and understanding for all. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Resource Room Teachers, Paraprofessionals

District Improvement Plan

Crescent Academy

Activity - After School Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students that are at-risk of not meeting state standards are identified to attend After School Homework Help to receive targeted assistance in areas of need.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	10/03/2016	05/31/2017	\$31341	Title I Part A	After School Homework Help Teachers, After School Homework Help Paraprofessionals
Activity - Monitoring of Differentiated Instruction Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students that have not scored proficient on the MSTEP, or that have not passed core academic classes, will be invited to attend summer school where they will receive targeted instruction based on their areas of need.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	06/26/2017	07/21/2017	\$25147	Title I Part A	Summer School Teachers, Summer School Paraprofessionals
Activity - Title I Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Title I Teacher will work directly with identified Title I students in areas of need.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 3	Implement	09/06/2016	06/30/2017	\$27758	Title I Part A	Title I Teacher
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Better Teaching Through Better Classroom Management Professional Development Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.	Behavioral Support Program	Tier 1		09/06/2016	06/30/2017	\$250	Title I Part A	Administration, Leadership Team, Title I Director
Schools: All Schools								

Activity - Professional Development: Improving Reading Through Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improving Reading Through Social Studies Understand the importance of supporting reading instruction in social studies. Understand the "roadblocks" that affect teachers and students in reading and comprehension strategies in social studies and how to take those strategies to math, ELA, and science. Learn about strategies used to support reading instruction for students before, during, and after social studies instruction as well as tools to use.	Other - Professional Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team and support staff
Schools: All Schools								

Measurable Objective 2:

100% of First grade students will demonstrate a proficiency in reading in English Language Arts by 06/30/2017 as measured by an increase of at least 3 levels on the DRA (Developmental Reading Assessment).

(shared) Strategy 1:

Nonlinguistic Representation - Teachers will use visuals to support instruction, and ask students to generate mental images representing content. These mental images will assist the students in better understanding the reading that is taking place, thus increasing proficiency in reading.

Category: English/Language Arts

Research Cited: 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 representations, making physical models, generating

mental pictures, drawing pictures and pictographs and engaging in kinesthetic activities. These activities should elaborate on the student's knowledge so that they understand the material at a greater depth and can recall it more easily.

Other Research:

District Improvement Plan

Crescent Academy

Learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and non-linguistic (through visual imagery, kinesthetic or whole body modes). 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, & Pollack, 2001). Visual representations 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, making desired learning outcomes clearer to them. Criterion-referenced feedback provides the right kind of guidance for improving student understanding (Crooks, 1998; Wilburn & Felps, 1983).

Tier: Tier 1

Activity - Phonemic Awareness Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and first grade teachers will utilize "Making Great Readers" and "Road to the Code" programs and lessons to increase phonemic awareness skills. Schools: Crescent Academy Elementary	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Role Playing/Readers Theatre	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Role Playing will allow students to experience a text, or see a problem, from another perspective. It will allow students to take risk-free positions by acting out characters in hypothetical situations. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Graphic Organizers/Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use graphic organizers and thinking maps as a way to present information in a visual way for students to better understand material being taught. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Monitoring of Nonlinguistic Representation Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Schools: All Schools								

Activity - Professional Development: Understanding the Common Core English Language Arts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for ELA. Further, staff will be provided with handouts and materials to aid in engaging learners in the ELA concepts to help make instruction more interactive. Follow-up activities and extension activities to keep the ELA learning a year long process. Resources will be available to help with incorporating ELA into science, math and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team
Schools: All Schools								

Strategy 2:

Compare and Contrast - Students will make use of graphic organizers to create a visual comparison of similarities and contrast of differences regarding a specific topic.

Category:

Research Cited: With the younger students, similarities and differences may be pointed out by the teacher in an explicit manner; as the student progresses with the skill they will begin to construct their own strategies for identifying similarities and differences (comparing and contrasting). Continued use of this strategy will challenge students to link, connect, and integrate ideas.

Research Cited: "The Core Six Essential Strategies for Achieving Excellence with the Common Core". Silver, Harvey, Dewing, Thomas R., Perini, Matthew J., ASCD (2012) "Compare and contrast is a critical thinking strategy designed to build students' memories, eliminate confusion, and bring crucial similarities and differences into sharp focus. The strategy maximizes the effectiveness of the natural human capacity to make comparisons by guiding students through a four-phase learning process: first, students describe each item using criteria; second, they use a Top Hat Organizer to record key similarities and differences; third, they discuss their findings and draw conclusions; and finally, they synthesize their learning by completing an application task."

Tier:

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

District Improvement Plan

Crescent Academy

Peer Partner Learning will allow students to collaborate and learn from one another. Partnering with classmates will bring different experiences and understanding of a reading to the discussion. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Monitoring of Compare and Contrast Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Jump Into Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are enrolled to attend kindergarten in the 2013-2014 school year will attend a 4 week long program to strengthen basic kindergarten skills and allow for teachers to identify students that are at risk of falling behind so that interventions can be put in place at the start of the school year. Schools: Crescent Academy Elementary	Academic Support Program			07/01/2016	07/31/2017	\$31002	Title I Part A	Jump Into Kindergarten Teachers, Jump Into Kindergarten Paraprofessionals
Activity - Professional Development: Managing Behavior Problems: Anger and Aggression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors. Schools: All Schools	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team

Measurable Objective 3:

100% of Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading in English Language Arts by 06/05/2017 as measured by an increase of 3 to 5 points by end of the year as directed by NWEA testing.

District Improvement Plan

Crescent Academy

(shared) Strategy 1:

Differentiated Instruction - Teachers will use differentiated instruction to address the needs of all students.

Category: English/Language Arts

Research Cited: Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with appropriate levels of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for students 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 taking increasing responsibility for their own growth. In differentiated classrooms, it is 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 brain (Caine & Caine, 1991). Students learn best when presented with moderate challenges - not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszenmihalyi, Rathunde, & Whalen, 1993; Tomlinson, 1999).

Tier: Tier 1

Activity - Teacher Training on Reading and Writing Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive training on implementing successful blocks of Reader's and Writer's Workshop in the classroom. Teachers will be trained on aligning Reading and Writing Centers with Common Core Standards at various levels of instruction. Teachers in grades K-5 will receive coaching throughout the year. Schools: All Schools	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$20000	School Improvement Grant (SIG)	Teachers, Paraprofessionals
Activity - Guided Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped in ways that allow teachers to work with small groups reading texts at their individual levels Schools: Crescent Academy Elementary	Direct Instruction	Tier 1		09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals
Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Teachers will work together to address the diverse needs of the students in a given classroom to ensure success and understanding for all. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Resource Room Teachers, Paraprofessionals
Activity - After School Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are at-risk of not meeting state standards are identified to attend After School Homework Help to receive targeted assistance in areas of need. Schools: All Schools	Academic Support Program	Tier 2	Monitor	10/03/2016	05/31/2017	\$31341	Title I Part A	After School Homework Help Teachers, After School Homework Help Paraprofessionals
Activity - Monitoring of Differentiated Instruction Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have not scored proficient on the MSTEP, or that have not passed core academic classes, will be invited to attend summer school where they will receive targeted instruction based on their areas of need. Schools: All Schools	Academic Support Program	Tier 2	Implement	06/26/2017	07/21/2017	\$25147	Title I Part A	Summer School Teachers, Summer School Paraprofessionals
Activity - Title I Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

The Title I Teacher will work directly with identified Title I students in areas of need. Schools: All Schools	Direct Instruction	Tier 3	Implement	09/06/2016	06/30/2017	\$27758	Title I Part A	Title I Teacher
---	--------------------	--------	-----------	------------	------------	---------	----------------	-----------------

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Better Teaching Through Better Classroom Management Professional Development Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content. Schools: All Schools	Behavioral Support Program	Tier 1		09/06/2016	06/30/2017	\$250	Title I Part A	Administration, Leadership Team, Title I Director

Activity - Professional Development: Improving Reading Through Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improving Reading Through Social Studies Understand the importance of supporting reading instruction in social studies. Understand the "roadblocks" that affect teachers and students in reading and comprehension strategies in social studies and how to take those strategies to math, ELA, and science. Learn about strategies used to support reading instruction for students before, during, and after social studies instruction as well as tools to use. Schools: All Schools	Other - Professional Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team and support staff

Strategy 2:

Reading for Meaning - Teachers will use Reading for Meaning to develop fluent and proficient readers who are knowledgeable about the reading process. With use of this strategy the students will become self-directed readers that will be able to construct meaning from various types of print, recognize that there are different kinds of reading materials and different purposes for reading, select strategies appropriate for different reading activities and develop a life-long interest and enjoyment in reading a variety of different material for different purposes. Teachers will teach students to simultaneously utilize cues and bring real life experiences to the reading to respond to texts, both narrative and expository.

Category:

Research Cited: Research Cited: "The Core Six Essential Strategies for Achieving Excellence with the Common Core", Silver, Harvey, Dewing, R. Thomas, Perini, Matthew J. ASCD, (2012) "Reading for Meaning is a research-based strategy that helps all readers build the skills that proficient readers use to make sense of

District Improvement Plan

Crescent Academy

challenging texts. Regular use of the strategy gives students the opportunity to practice and master the three phases of critical reading that lead to reading success, including previewing and predicting before reading, actively searching for relevant information during reading and reflecting on learning after reading."

"Reading for Meaning is deeply informed by a line of research known as comprehension instruction. ...these researchers reached some important conclusions about what it takes to read for meaning, including these three: good reading is active reading, comprehension involves a repertoire of skills, or reading and thinking strategies and these comprehension skills can be taught successfully to nearly all readers, including young and emerging readers."

Tier:

Activity - Think-Pair-Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given "think" time after reading given material to reflect on what they have read. Student will then "pair" with a partner to discuss the reading and its meaning. Afterwards students will "share" out their ideas and understanding of the text. This will help to understand complex texts. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals

Activity - Targeted Skill Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the data provided by the NWEA-MAP assessment to pull targeted reading and comprehension lessons for each individual student. These lessons will be targeted to the identified learning gaps for each individual student. Schools: All Schools	Direct Instruction	Tier 3	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals

Activity - Discussion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussion will help students to make sense of the world (or readings), stimulate thought, wonder, explanation, reflection and recall. Group discussions will provide opportunities for students to clarify and expand their ideas and understanding and demonstrate questioning techniques. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, Paraprofessionals

Activity - Monitoring of Reading for Meaning Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Crescent Academy

Building administrators and the leadership team will conduct walk-throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk-throughs to evaluate use and effectiveness of Reading Strategies. Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Professional Development:Using Data to Improve Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the types and purposes of data collection and how to utilize the data within math, ELA, science and social studies to create stronger lessons and activities. Apply specific methods for collecting instructional and behavioral data that will show an increase of testing in math, ELA, science and social studies. Schools: All Schools	Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Assistant Superintendent of Curriculum Instruction and Assessment and Title I Director

Goal 2: 2016-2017 All students will increase their proficiency in writing

Measurable Objective 1:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in writing in English Language Arts by 06/30/2017 as measured by final assessments .

Strategy 1:

Increase Vocabulary Skills - Teachers will assist students in expanding their vocabulary skills through the use of technology, context, and common language and other activities.

Category: Other - Vocabulary Building

Research Cited: "Building Academic Vocabulary Teacher's Manual" , 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 encounter in a school. When all the teachers in a school focus on the same academic vocabulary and teach the same way, the school has a powerful comprehensive approach. When all the teachers in a school/district embrace and use the approach, it becomes powerful. 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. Marzano, 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. Pollack (ASCD, 2001).

District Improvement Plan

Crescent Academy

Tier: Tier 1

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize classroom space to display vocabulary relevant to content being taught. Students will be challenged to use this vocabulary as often as possible. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Word of the Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will present a new vocabulary word to students on a daily basis. Students will be challenged to use the word in the correct context as often as possible. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - After School Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are at risk of not meeting grade-level expectations are identified to attend After School Homework Help for targeted assistance in areas of need. Schools: All Schools	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Title I Part A	Director of Title I, After School Homework Help Coordinator, After School Homework Help teachers and paraprofessionals
Activity - Monitoring of Increase Vocabulary Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Writing strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of writing strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Direct Instruction, Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Schools: All Schools								

Activity - Professional Development: Tips and Tactics for Better Writing Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Understand the basics of the writing process. Learn some basic rules in their role as writing instructors. Come up with activities to support writing instruction. Adjust their roles as writing instructors to fit the writing needs of students.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Curriculum and Leadership Team
Schools: All Schools								

Strategy 2:

Write to Learn - Teachers will implement the following three types of classroom learning across all area of content: Provisional Writing - brief, daily writing that supports learning Readable Writing - requires students to clarify and organize their thinking to develop on-demand essays or responses Polished Writing - engages students in full writing and revision process.

Category: English/Language Arts

Research Cited: "The Core Six Essential Strategies for Achieving Excellence with the Common Core", Silver, Harvey F., Dewing, Thomas R., Perini, Matthew J. ASCD (2012) "Write to Learn is a set of nested tools for writing and learning in all content areas. Careful use of the tools embedded in this strategy can drastically improve students' thinking, deepen their comprehension of content, and help teachers conduct the kind of formative assessment needed to improve student writing without getting caught in an endless cycle of paperwork." "Write to Learn involves three different kinds of writing: provisional, readable, and polished." "Write to learn is a versatile strategy for increasing both the quantity and the quality of student writing in our classrooms. It provides teachers with ready-to-use tools to turn writing into a daily habit, prepare students for the kinds of writing tasks that are crucial to their academic success, and develop students' abilities to self-assess and collaborate with fellow writers to produce high-quality written work."

Tier: Tier 1

Activity - Teacher Training on Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades kindergarten through fifth, will continue with Writer's Workshop Training. This years training will focus on incorporating mentor texts into an effective writing lesson.	Professional Learning	Tier 1	Getting Ready	09/19/2016	06/30/2017	\$8000	Title II Part A	Teachers
Schools: Crescent Academy Elementary								

District Improvement Plan

Crescent Academy

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with daily writing prompts to improve writing skills through practice. These prompts will be given in all content areas and can be recorded in writing journals. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Monitoring of Write to Learn	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Writing strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of writing strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms. Schools: All Schools	Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary. Schools: All Schools	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$6000	Title II Part A, Title I Part A	All staff
Activity - Better Teaching Through Better Classroom Management Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Better Teaching Through Better Classroom Management Professional Development Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Administration, Leadership Team, Title I Director

District Improvement Plan

Crescent Academy

Activity - Professional Development:	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for ELA. Further, staff will be provided with handouts and materials to aid in engaging learners in the ELA concepts to help make instruction more interactive. Follow-up activities and extension activities to keep the ELA learning a year long process. Resources will be available to help with incorporating ELA into science, math and social studies. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team and Curriculum Leaders
Activity - Professional Development: Managing Behavior Problems: Anger and Aggression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors. Schools: All Schools	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team

Goal 3: 2016 - 2017 All students will increase their proficiency in math

Measurable Objective 1:

30% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in math in Mathematics by 06/30/2017 as measured by M-STEP.

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instruction to address the individual needs of all students.

Category: Mathematics

Research Cited: Research Cited: "Differentiation in Practice" Tomlinson, Carol Ann, and Cunningham Edison, Caroline, ASCD, 2003 Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with appropriate levels of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for students 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 taking increasing responsibility for their own

District Improvement Plan

Crescent Academy

growth. In differentiated classrooms, it is 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 brain (Caine & Caine, 1991). Students learn best when presented with moderate challenges - not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszenmihalyi, Rathunde, & Whalen, 1993; Tomlinson, 1999).

Tier: Tier 1

Activity - Title I (Intervention Specialists)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I tutors and paraprofessionals (Intervention Specialists) will work with at-risk students in an intervention lab on targeted, individualized lessons. Schools: All Schools	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$50000	Title I Part A	Director of Title I, Intervention Specialists

Activity - Explicit Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explicit teaching is useful when introducing new topics and skills in content areas such as math. The teacher will use explicit teaching to provide guided instruction in the basic understanding of required skills, which students will build upon through practice, collaboration, repetition and hands on activities. Teachers will follow a sequence of supports such as setting a purpose for learning, telling students how to do it, showing them how to do it and guiding their hands-on applications of the new learning. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers

Activity - Cooperative Learning Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to target the diverse needs in a classroom met, teachers will group students by area of need. This will allow teachers and paraprofessionals to provide targeted instruction to small groups. Also ensures that students will be learning at their level. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers

Activity - Director of Title I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

The Director of Title I will oversee all Title I funded programs and personnel, collect and analyze student data, monitor the entrance and exit guidelines of Title I programs and participate in all school involvement initiatives. Schools: All Schools	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$28886	Title I Part A	Director of Title I
Activity - Monitoring of Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms. Schools: All Schools	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Math Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math specialists will work with students that have been identified in the bottom 30%, using the prescribed intervention program, SRA. Schools: All Schools	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$42000	Title I Part A	Director of Title I, Math Specialists
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are performing below grade level are identified to attend Summer School and receive targeted assistance in areas of need. Funding includes a Reading Specialist, 13 teachers, 4 paraprofessionals, lunch aides, transportation and materials. Schools: All Schools	Academic Support Program	Tier 2	Implement	06/26/2017	07/21/2017	\$43000	Title I Part A	Director of Title I, Summer School Coordinator, Saturday School teachers and paraprofessionals
Activity - Jump Into Kindergarten	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Students that are enrolled to attend kindergarten in the 2015-2016 school year will attend a 4 week long program to strengthen basic kindergarten skills and allow for teachers to identify students that are at risk of falling behind so that interventions can be put in place at the start of the school year. (Funding includes 9 teachers, 8 paraprofessionals and materials)	Academic Support Program	Tier 2	Implement	07/10/2017	08/10/2017	\$29000	Title I Part A	Director of Title I, Jump Into Kindergarten Coordinator, Jump Into Kindergarten Teachers and paraprofessionals
Schools: Crescent Academy Elementary								

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Illuminate, all student achievement data will be housed and analyzed. Teachers will be able to generate reports and group students based on specific needs. Illuminate will ease the process of student identification for intervention services.	Technology	Tier 1	Implement	09/05/2016	06/19/2017	\$10882	Title I Part A	Director of Title I, Director of Student Support Services, Teachers
Schools: All Schools								

Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	09/05/2017	\$0	Title I Part A	All staff
Schools: All Schools								

Activity - NWEA Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on the NWEA assessment and how to use the reports to guide their instruction.	Curriculum Development, Professional Learning	Tier 1	Implement	08/22/2016	05/29/2017	\$0	Title II Part A	Administration
Schools: All Schools								

Activity - Teacher Training on GO Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

K-6 staff will participate in training on the GO Math! program. Schools: Crescent Academy Elementary	Professional Learning	Tier 1	Getting Ready	08/29/2016	09/01/2016	\$0	Title II Part A	Administration
---	-----------------------	--------	---------------	------------	------------	-----	-----------------	----------------

Activity - Better Teaching Through Better Classroom Management Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Better Teaching Through Better Classroom Management Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristic

Activity - Professional Development: Tips and Tactics for Better Math Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tips and Tactics for Better Math Teaching Identify fundamental concepts in mathematics. Identify strategies for working with students in the area of mathematics. Apply strategies to help students learn problem solving. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Assistant Superintendent and Title 1 Directors

District Improvement Plan

Crescent Academy

Activity - Professional Development: Understanding the Common Core State Math Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for math. Further, staff will be provided with handouts and materials to aid in engaging learners in the math concepts to help make instruction more interactive. Resources will be available to help with incorporating math into science, ELA and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Assistant Superintendent of CIA and Title I Director
Schools: All Schools								

(shared) Strategy 2:

Homework and Practice - Teachers will assign practice for homework and provide students with feedback. The purpose of homework will be the practicing of skills and procedures that have been the focus of in class instruction.

Category: Mathematics

Research Cited: Research Cited: "Classroom Instruction that Works: Research Based Strategies", Marzano, Robert J., Debra J. Pickering & Jane Pollack, ASCD, 2001. The amount of homework should vary from 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 a minimum. Effective teachers should establish and communicate a homework policy, design homework assignments that clearly articulate the purpose and outcome, and provide feedback on assignments. Research on homework indicates that it should be approached not as an after thought to be the school day, but as a focused strategy for increasing understanding. Knowing which 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 achievement increased as students move through the grades (Cooper, 1989). 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 (Keith, 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% mastery. And this practice must occur over a span of days or weeks and cannot be rushed (Anderson, 1995; Newll & Rosenbloom, 1981).

Tier: Tier 1

Activity - Daily Math Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign daily math practice for homework to allow students additional time to master and understand skills taught in class.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Schools: All Schools								

District Improvement Plan

Crescent Academy

Activity - After School Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students that are at risk of not meeting grade level expectations are identified to attend After School Homework Help to receive targeted assistance in areas of need.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Title I Part A	Director of Title I, After School Homework Help Coordinator, After School Homework Help teachers and paraprofessionals
Activity - Drill and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Drill and practice helps learners master materials at their own pace, are repetitive and used as a reinforcement tool.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Targeted Skill Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use the data provided by NWEA assessment to pull targeted math lessons for individual students. These lessons will be targeted to the identified learning gaps for each individual student.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Monitoring of Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team

District Improvement Plan

Crescent Academy

Activity - Managing Behavior Problems: Anger and Aggression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors. Schools: All Schools	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team

Measurable Objective 2:

50% of Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in math in Mathematics by 06/30/2017 as measured by scoring at grade level .

(shared) Strategy 1:

Homework and Practice - Teachers will assign practice for homework and provide students with feedback. The purpose of homework will be the practicing of skills and procedures that have been the focus of in class instruction.

Category: Mathematics

Research Cited: Research Cited: "Classroom Instruction that Works: Research Based Strategies", Marzano, Robert J., Debra J. Pickering & Jane Pollack, ASCD, 2001. The amount of homework should vary from 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 a minimum. Effective teachers should establish and communicate a homework policy, design homework assignments that clearly articulate the purpose and outcome, and provide feedback on assignments. Research on homework indicates that it should be approached not as an after thought to be the school day, but as a focused strategy for increasing understanding. Knowing which 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 achievement increased as students move through the grades (Cooper, 1989). 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 (Keith, 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% mastery. And this practice must occur over a span of days or weeks and cannot be rushed (Anderson, 1995; Newll & Rosenbloom, 1981).

Tier: Tier 1

Activity - Daily Math Homework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign daily math practice for homework to allow students additional time to master and understand skills taught in class. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers

District Improvement Plan

Crescent Academy

Activity - After School Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students that are at risk of not meeting grade level expectations are identified to attend After School Homework Help to receive targeted assistance in areas of need.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Title I Part A	Director of Title I, After School Homework Help Coordinator, After School Homework Help teachers and paraprofessionals
Activity - Drill and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Drill and practice helps learners master materials at their own pace, are repetitive and used as a reinforcement tool.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Targeted Skill Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use the data provided by NWEA assessment to pull targeted math lessons for individual students. These lessons will be targeted to the identified learning gaps for each individual student.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Monitoring of Homework and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team

District Improvement Plan

Crescent Academy

Activity - Managing Behavior Problems: Anger and Aggression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team
Schools: All Schools								

Strategy 2:

Simulations and Games - Teachers will use simulations and games as a way to spark student curiosity and keep them interested in the learning taking place.

Category:

Research Cited: Research Cited: The more students use multiple systems of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001). Providing students the opportunity to visualize and model improves their chances for understanding. Simulations enhance this potential by making modeling dynamic. Games and modeling activities can elicit curiosity, create a demand for knowledge, and enable students to discover knowledge through exploration (Edelson, 1998). Simulations allow learners the opportunity to model, explore and try out a variety of strategies. Games have been found to serve a range of functions in education including tutoring, exploring and practicing skills, and attitude change (Dempsey et al., 1994). The best results [in use of games] found to be in the areas of mathematics, physics, and language arts (Randel et al, 1992)

Tier: Tier 1

Activity - Family Math Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crescent will host a Family Math Night sponsored by Learning Gizmos. Learning Gizmos will come to the school with multiple games focused on different math skills. Families will then come and rotate from center to center learning to play each game. Each family in attendance will receive a free game of their choice and games will also be available for purchase to families at a discounted rate.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Title I Part A	Director of Title I, Instructional Staff
Schools: Crescent Academy Elementary								

Activity - Math Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and specialists will use various games to support math instruction. Games will reinforce learning of skills and content vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, specialists
Schools: All Schools								

District Improvement Plan

Crescent Academy

Activity - Monitoring of Math Games and Simulations Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Schools: All Schools	Extra Curricular	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as the bottom 30% will work in the intervention lab using Compass Learning. Compass Learning will provide individualized targeted instruction to students to help close achievement gaps. Reports will be available to the teachers, and support team, to track student progress. (Funding includes program and 60 laptops for intervention lab) Schools: All Schools	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	Title I Part A	Director of Title I, Intervention Specialists
Activity - Technology Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will purchase Chromebooks to support the learning of students in K-8. Schools: All Schools	Technology, Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	Title I Part A	Administration
Activity - Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team and/or Instructional Leaders

Goal 4: 2016-2017 All students will increase their proficiency in science

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of knowledge in Science by 06/30/2017 as measured by quarterly assessments and M-STEP.

Strategy 1:

Vocabulary's CODE - Teachers will use the Vocabulary CODE framework (connect, organize, deep-process, exercise) to deepen students' understanding of key vocabulary.

Category: Science

Research Cited: Vocabulary's CODE is a strategic approach to direct vocabulary instruction that helps students master crucial concepts and retain new vocabulary. Students work their way from initial exposure to in-depth understanding through a series of progressive learning activities, which help students "crack" Vocabulary's CODE. The learning series entails: Connecting with new words, Organizing new words into meaningful categories, Deep-processing the most important concepts and terms and Exercising the mind through strategic review and practice. Deep understanding of vocabulary is crucial to address the Common Core because vocabulary is a foundation for improved literacy, academic vocabulary is at the core of the Core and vocabulary fuels learning. Direct vocabulary instruction is one of the single best instructional decisions a teacher can make. Vocabulary instruction has the greatest effect when it focuses on a reasonable number of important academic terms rather than on high frequency word lists (Marzano, 2004). Understanding and retention improve when students interact with words in a variety of ways (Beck, McKeown, & Kucan, 2002).

Tier: Tier 1

Activity - Cloze Procedure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Cloze Procedure technique to assess the extent of students' science vocabulary and knowledge. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/05/2016	06/30/2017	\$0	No Funding Required	Teachers

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will dedicate wall space to the display of key academic terms for students to continually reference and interaction with. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers

Activity - After School Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Students that are at risk for not meeting grade level standards are identified to attend After School Homework Help and receive targeted assistance in areas of need. Schools: All Schools	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Title I Part A	After School Homework Help Teachers, After School Homework Help Paraprofessionals
---	--------------------------	--------	-----------	------------	------------	---------	----------------	---

Activity - Monitoring of Vocabulary's CODE Science Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies. Schools: All Schools	Other - Conduct walk-through to monitor implementation	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team

Strategy 2:

Generating and Testing Hypotheses - Teachers will encourage students to make inquiries and test out their hypothesis through authentic learning experiences.

Category: Science

Research Cited: Research Cited: "Classroom Instruction that Works: Researched-Based Strategies", Marzano, Robert J., Pickering and Pollock, Jane E., ASCD, 2001. Across content areas and grade levels, inquiry in the classroom turns naïve curiosity to the learner's advantage. Effective teachers create science classrooms and give students opportunities to guide students through the process of asking good questions, generating hypotheses, making inquiries and predictions, investigating through testing or research, making observations and finally analyzing and communicating results. Through the active learning experience students deepen their understanding of key concepts. Inquiry extends far beyond the science classroom - in every content area teachers can make inquiry more effective by scaffolding learning experiences. 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, 1998)

Tier: Tier 1

Activity - Conducting Experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Crescent Academy

Students will generate hypotheses then test through the use of science experiments. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assess student understanding of scientific process through the use of project based learning, such as the Crescent Academy Science Fair. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Family Science Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Gizmos will do a presentation on generating and testing hypothesis through experiments and provide support to families regarding the science fair. Schools: All Schools	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Title I Part A	Director of Title I, Instructional Staff
Activity - Monitoring of Generating and Testing Hypothesis Science Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies. Schools: All Schools	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Better Teaching Through Better Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Better Teaching Through Better Classroom Management Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Administration, Leadership Team and Title I Director
Schools: All Schools								

Activity - Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies.	Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team and/or Instructional Leaders
Schools: All Schools								

Measurable Objective 2:

50% of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency in science in Science by 06/01/2017 as measured by the state assessment .

Strategy 1:

Summarizing and Note Taking - Teachers will model the note taking process and provide explicit instruction on note taking and summarizing to mold students into successful note takers which can provide benefits in every content area.

Category: Science

Research Cited: Research Cited: Effective summarizing leads to an increase in student learning. Helping students recognize how information is structured will help them summarize what they read or hear. Students who can effectively summarize learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information. Note taking is a related strategy that teachers use to support student learning. Teacher 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). Notes should be in both linguistic and nonlinguistic forms, including idea webs, sketches, informal outlines and combinations of words and schematics; and, the more notes, the better (Nye, Crooks, Powillie, & Tripp, 1984).

Tier: Tier 1

Activity - Concept Attainment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Crescent Academy

Teachers will use the concept attainment method to guide students in identifying the attributes of a group or category. It is used to clarify ideas and introduce concepts of content. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers. specialists
Activity - Concept Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use concept maps to help students develop an understanding of knowledge, explore new information relationships and gather new knowledge. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers, specialists
Activity - Monitoring of Summarizing and Note Taking Science Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies. Schools: All Schools	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team

Strategy 2:

Thematic Instruction - Teachers will teach content organized in themes that will link to students interests and life experiences

Category: Science

Research Cited: Research Cited: Effective thematic instruction involves using a theme as "conceptual glue" for learners, strengthening bonds to knowledge. Thematic instruction has been shown to increase student achievement (Beane, 1997; Kovalik, 1994). Effective instruction presents new information by reaching out to existing knowledge rather than presenting skills and facts in isolation. •Themes are a way of understanding new concepts. They provide mental organizing schemes for students to approach new ideas (Caine & Caine, 1997; Kovalik, 1994). •Research on brain-based teaching explains that the brain learns, and recalls learning, through nonlinear patterns that emphasize coherence rather than fragmentation. The more teachers make connecting patterns explicit and accessible for students, the easier the brain will integrate new information (Hart, 1983).

Tier: Tier 1

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

District Improvement Plan

Crescent Academy

Teachers will use lecture as a way to introduce concepts and themes. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide inquiry learning opportunities for students to experience and acquire knowledge through a process in which they gather information about their world. They will encourage students to act upon their curiosity and interests and develop questions. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Monitoring of Thematic Instruction Science Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary. Schools: All Schools	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$6000	Title I Part A, Title II Part A	All staff
Activity - Professional Development: Managing Behavior Problems: Anger and Aggression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team
Schools: All Schools								

Goal 5: 2016-2017 All students will increase their proficiency in social studies

Measurable Objective 1:

50% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of knowledge in Social Studies by 06/30/2017 as measured by quarterly assessment and M-STEP..

Strategy 1:

Differentiated Instruction - Teachers will use Differentiated Instruction to meet the needs and learning styles of all students

Category: Social Studies

Research Cited: Research Cited: "Differentiation in Practice" Tomlinson, Carol Ann, and Cunningham Edison, Caroline, ASCD, 2003 Teachers know that every class includes diverse learners. Some struggling, some advanced, and all with different life experiences, learning preferences, and personal interests. Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with appropriate levels of challenge and the appropriate support to help them reach their goals. A differentiated classroom offers multiple ways for students 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 taking increasing responsibility for their own growth. In differentiated classrooms, it is 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 brain (Caine & Caine, 1991). Students learn best when presented with moderate challenges - not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszenmihalyi, Rathunde, & Whalen, 1993; Tomlinson, 1999).

Tier: Tier 1

Activity - Didactic Questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Didactic questions will be used to structure each individuals learning process - who, what, where, when, why questions will diagnose comprehension skills and determine extent to which lesson objectives were achieved.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Schools: All Schools								

District Improvement Plan

Crescent Academy

Activity - Independent Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in independent study activities that will foster the development of student initiative, self-reliance, and self improvement. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/05/2017	\$0	No Funding Required	Instructional Staff
Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will go on field trips to support the content being taught in the classroom. Field Trips must align with Common Core standards. Schools: All Schools	Field Trip	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Instructional Staff
Activity - After School Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are at risk of not meeting grade level standards are identified to attend After School Homework Help and receive targeted assistance in areas of need. Schools: All Schools	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Title I Part A	Director of Title I, After School Homework Help Coordinator, After School Homework Help Teachers, After School Homework Help Paraprofessionals
Activity - Monitoring of Differentiated Instruction Social Studies Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the social studies strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of social studies strategies. Schools: All Schools	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team

District Improvement Plan

Crescent Academy

Activity - Better Teaching Through Better Classroom Management Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content. Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Administration, Leadership Team and Title I Director

Activity - Professional Development: Improving Reading Through Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Understand the importance of supporting reading instruction in social studies. Understand the "roadblocks" that affect teachers and students in reading and comprehension strategies in social studies and how to take those strategies to math, ELA, and science. Learn about strategies used to support reading instruction for students before, during, and after social studies instruction as well as tools to use. Schools: All Schools	Other - Professional Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Superintendent of CIA and Director of Title I

Strategy 2:

Cooperative Grouping - Teachers will use cooperative grouping to promote interdependence and interpersonal skills as well as group processing and accountability

Category: Career and College Ready

Research Cited: Research Cited: "Classroom Instruction that Works: Research-Based Strategies", Marzano, Robert J., Debra J. Pickering, & Jane Pollack, ASCD, 2001 Five defining elements of cooperative learning include positive interdependence, face to face positive interaction, individual group accountability, interpersonal and small group skills, and group processing. Research suggests that ongoing groups based on ability levels should be done sparingly. Cooperative groups should be kept relatively small in size (3 students) and should be applied consistently and systematically. Organizing students in heterogeneous cooperative learning groups at least once a week has 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 (Marzano, Pickering, & Pollack, 2001). Low ability students perform worse when grouped in homogenous ability groups (Kulik & Kulik, 1991, 1997, Lou et al, 1996). There may be no other instructional strategy that simultaneously achieves such a diverse outcome 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, 1994; Johnson, 1970; Johnson & Johnson, 1974, 1978, 1989, 2000; Kohn, 1992; Sharan, 1980; Slavin, 1977, 1991).

Tier: Tier 1

District Improvement Plan

Crescent Academy

Activity - Collaborative Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly and monthly PLC meetings to discuss and collaborate with colleagues. Topics will include all content areas, including social studies curriculum, content and best practices. Schools: All Schools	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Jigsaw	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Jigsaw method to introduce new material while holding each student individually responsible. Jigsaw develops teamwork and cooperative learning skills within students. Schools: All Schools	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Teachers
Activity - Monitoring of Cooperative Grouping Social Studies Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the social studies strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of social studies strategies. Schools: All Schools	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	No Funding Required	Administration, Leadership Team
Activity - Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team
Activity - Professional Development: Managing Behavior Problems: Anger and Aggression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

Crescent Academy

Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team
Schools: All Schools								

Goal 6: 2016 - 2017 Crescent Academy District will increase students use of technology

Measurable Objective 1:

increase student growth through the use of technology by 06/30/2017 as measured by Project Based Learning and student surveys.

Strategy 1:

Project Based Learning Videos - All stakeholders involved will received Project-based Learning training and professional development. Teachers and support staff will be introduced to Project-based Learning at the beginning of the 2016 - 2017 school year. The teachers, support staff and the Title I Director will introduce Project-based Learning to parents and students in September 2016. The teachers will plan activities in Math, English Language Arts, Science and Social Studies focused on Project-based Learning with the use of technology.

Category: Learning Support Systems

Research Cited: According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following:

students learning knowledge to tackle realistic problems as they would be solved in the real world

increased student control over his or her learning

teachers serving as coaches and facilitators of inquiry and reflection

students (usually, but not always) working in pairs or groups

Teachers can create real-world problem-solving situations by designing questions and tasks that correspond to the framework of Project-based learning.

Project-based Learning methods engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience (Barron & Darling-Hammond, 2008).

Tier: Tier 1

Activity - Teacher Training on Project-based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

District Improvement Plan

Crescent Academy

Implement Project-based Learning training for K - 12 grade teachers through use of Master Teacher Professional Development Schools: All Schools	Technology , Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	No Funding Required	District Leaders, School Leaders and teachers
Activity - Professional Development: Cyberbullying: How and When Schools Should Respond	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize different aspects of cyberbullying. Understand how bullying affects students' lives and education of math, ELA, science and social studies. Learn what jurisdiction schools do and don't have and where that lies outside of math, ELA, science and social studies. Explore measures to reduce bullying behavior inside and outside the classroom. Schools: All Schools	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Title I Part A	Leadership Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Improvement Grant (SIG)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Reading and Writing Centers	All teachers will receive training on implementing successful blocks of Reader's and Writer's Workshop in the classroom. Teachers will be trained on aligning Reading and Writing Centers with Common Core Standards at various levels of instruction. Teachers in grades K-5 will receive coaching throughout the year.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$20000	Teachers, Paraprofessionals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Games	Teachers and specialists will use various games to support math instruction. Games will reinforce learning of skills and content vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, specialists
Monitoring of Increase Vocabulary Skills	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Writing strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of writing strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Direct Instruction, Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Monitoring of Generating and Testing Hypothesis Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team

District Improvement Plan

Crescent Academy

Monitoring of Differentiated Instruction Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Teacher Training on Project-based Learning	Implement Project-based Learning training for K - 12 grade teachers through use of Master Teacher Professional Development	Technology, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	District Leaders, School Leaders and teachers
Didactic Questions	Didactic questions will be used to structure each individuals learning process - who, what, where, when, why questions will diagnose comprehension skills and determine extent to which lesson objectives were achieved.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Concept Attainment	Teachers will use the concept attainment method to guide students in identifying the attributes of a group or category. It is used to clarify ideas and introduce concepts of content.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, specialists
Targeted Skill Building	Teachers will use the data provided by the NWEA-MAP assessment to pull targeted reading and comprehension lessons for each individual student. These lessons will be targeted to the identified learning gaps for each individual student.	Direct Instruction	Tier 3	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Monitoring of Differentiated Instruction	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Word Walls	Teachers will utilize classroom space to display vocabulary relevant to content being taught. Students will be challenged to use this vocabulary as often as possible.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Think-Pair-Share	Students will be given "think" time after reading given material to reflect on what they have read. Student will then "pair" with a partner to discuss the reading and its meaning. Afterwards students will "share" out their ideas and understanding of the text. This will help to understand complex texts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals

District Improvement Plan

Crescent Academy

Monitoring of Nonlinguistic Representation Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Cooperative Learning Groups	In order to target the diverse needs in a classroom met, teachers will group students by area of need. This will allow teachers and paraprofessionals to provide targeted instruction to small groups. Also ensures that students will be learning at their level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Role Playing/Readers Theatre	Role Playing will allow students to experience a text, or see a problem, from another perspective. It will allow students to take risk-free positions by acting out characters in hypothetical situations.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Conducting Experiments	Students will generate hypotheses then test through the use of science experiments.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Field Trips	Students will go on field trips to support the content being taught in the classroom. Field Trips must align with Common Core standards.	Field Trip	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Instructional Staff
Daily Math Homework	Teachers will assign daily math practice for homework to allow students additional time to master and understand skills taught in class.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Monitoring of Math Games and Simulations Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies.	Extra Curricular	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Explicit Teaching	Explicit teaching is useful when introducing new topics and skills in content areas such as math. The teacher will use explicit teaching to provide guided instruction in the basic understanding of required skills, which students will build upon through practice, collaboration, repetition and hands on activities. Teachers will follow a sequence of supports such as setting a purpose for learning, telling students how to do it, showing them how to do it and guiding their hands-on applications of the new learning.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Monitoring of Vocabulary's CODE Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Other - Conduct walk-through to monitor implementation	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team

District Improvement Plan

Crescent Academy

Monitoring of Compare and Contrast Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Monitoring of Cooperative Grouping Social Studies Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the social studies strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of social studies strategies.	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Phonemic Awareness Programs	Kindergarten and first grade teachers will utilize "Making Great Readers" and "Road to the Code" programs and lessons to increase phonemic awareness skills.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Word of the Day	Teachers will present a new vocabulary word to students on a daily basis. Students will be challenged to use the word in the correct context as often as possible.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Writing Prompts	Teachers will provide students with daily writing prompts to improve writing skills through practice. These prompts will be given in all content areas and can be recorded in writing journals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Discussion	Discussion will help students to make sense of the world (or readings), stimulate thought, wonder, explanation, reflection and recall. Group discussions will provide opportunities for students to clarify and expand their ideas and understanding and demonstrate questioning techniques.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Monitoring of Reading for Meaning Strategy	Building administrators and the leadership team will conduct walk-throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk-throughs to evaluate use and effectiveness of Reading Strategies.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Graphic Organizers/Thinking Maps	Teachers will use graphic organizers and thinking maps as a way to present information in a visual way for students to better understand material being taught.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Jigsaw	Teachers will use the Jigsaw method to introduce new material while holding each student individually responsible. Jigsaw develops teamwork and cooperative learning skills within students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers

District Improvement Plan

Crescent Academy

Inquiry	Teachers will provide inquiry learning opportunities for students to experience and acquire knowledge through a process in which they gather information about their world. They will encourage students to act upon their curiosity and interests and develop questions.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Project Based Learning	Teachers will assess student understanding of scientific process through the use of project based learning, such as the Crescent Academy Science Fair.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Concept Maps	Teachers will use concept maps to help students develop an understanding of knowledge, explore new information relationships and gather new knowledge.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, specialists
Monitoring of Thematic Instruction Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Monitoring of Homework and Practice	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Monitoring of Differentiated Instruction Social Studies Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the social studies strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of social studies strategies.	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Collaborative Learning Community	Teachers will participate in weekly and monthly PLC meetings to discuss and collaborate with colleagues. Topics will include all content areas, including social studies curriculum, content and best practices.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Word Walls	Teachers will dedicate wall space to the display of key academic terms for students to continually reference and interaction with.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Peer Partner Learning	Peer Partner Learning will allow students to collaborate and learn from one another. Partnering with classmates will bring different experiences and understanding of a reading to the discussion.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals

District Improvement Plan

Crescent Academy

Independent Study	Students will participate in independent study activities that will foster the development of student initiative, self-reliance, and self improvement.	Direct Instruction	Tier 1	Implement	09/06/2016	06/05/2017	\$0	Instructional Staff
Lecture	Teachers will use lecture as a way to introduce concepts and themes.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Co-Teaching	Teachers will work together to address the diverse needs of the students in a given classroom to ensure success and understanding for all.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Resource Room Teachers, Paraprofessionals
Targeted Skill Building	Teachers will use the data provided by NWEA assessment to pull targeted math lessons for individual students. These lessons will be targeted to the identified learning gaps for each individual student.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Guided Reading Groups	Students will be grouped in ways that allow teachers to work with small groups reading texts at their individual levels	Direct Instruction	Tier 1		09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Cloze Procedure	Teachers will use the Cloze Procedure technique to assess the extent of students' science vocabulary and knowledge.	Direct Instruction	Tier 1	Implement	09/05/2016	06/30/2017	\$0	Teachers
Monitoring of Write to Learn	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Writing strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of writing strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Monitoring of Summarizing and Note Taking Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Other - Monitoring Instruction	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Drill and Practice	Drill and practice helps learners master materials at their own pace, are repetitive and used as a reinforcement tool.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers

Title II Part A

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

District Improvement Plan

Crescent Academy

NWEA Training	Staff will receive training on the NWEA assessment and how to use the reports to guide their instruction.	Curriculum Development, Professional Learning	Tier 1	Implement	08/22/2016	05/29/2017	\$0	Administration
Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	All staff
Teacher Training on GO Math	K-6 staff will participate in training on the GO Math! program.	Professional Learning	Tier 1	Getting Ready	08/29/2016	09/01/2016	\$0	Administration
Teacher Training on Writer's Workshop	Teachers in grades kindergarten through fifth, will continue with Writer's Workshop Training. This years training will focus on incorporating mentor texts into an effective writing lesson.	Professional Learning	Tier 1	Getting Ready	09/19/2016	06/30/2017	\$8000	Teachers
Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	All staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development: Tips and Tactics for Better Math Teaching	Tips and Tactics for Better Math Teaching Identify fundamental concepts in mathematics. Identify strategies for working with students in the area of mathematics. Apply strategies to help students learn problem solving.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Assistant Superintendent and Title 1 Directors
Professional Development: Using Data to Improve Teaching	Identify the types and purposes of data collection and how to utilize the data within math, ELA, science and social studies to create stronger lessons and activities. Apply specific methods for collecting instructional and behavioral data that will show an increase of testing in math, ELA, science and social studies.	Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Assistant Superintendent of Curriculum Instruction and Assessment and Title I Director

District Improvement Plan

Crescent Academy

Summer School	Students that are performing below grade level are identified to attend Summer School and receive targeted assistance in areas of need. Funding includes a Reading Specialist, 13 teachers, 4 paraprofessionals, lunch aides, transportation and materials.	Academic Support Program	Tier 2	Implement	06/26/2017	07/21/2017	\$43000	Director of Title I, Summer School Coordinator, Saturday School teachers and paraprofessionals
Family Science Night	Learning Gizmos will do a presentation on generating and testing hypothesis through experiments and provide support to families regarding the science fair.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Director of Title I, Instructional Staff
Technology Support	The academy will purchase Chromebooks to support the learning of students in K-8.	Technology, Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	Administration
Title I Teacher	The Title I Teacher will work directly with identified Title I students in areas of need.	Direct Instruction	Tier 3	Implement	09/06/2016	06/30/2017	\$27758	Title I Teacher
Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Leadership Team
After School Homework Help	Students that are at risk of not meeting grade-level expectations are identified to attend After School Homework Help for targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Director of Title I, After School Homework Help Coordinator, After School Homework Help teachers and paraprofessionals

District Improvement Plan

Crescent Academy

Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team
Professional Development: Improving Reading Through Social Studies	Improving Reading Through Social Studies Understand the importance of supporting reading instruction in social studies. Understand the "roadblocks" that affect teachers and students in reading and comprehension strategies in social studies and how to take those strategies to math, ELA, and science. Learn about strategies used to support reading instruction for students before, during, and after social studies instruction as well as tools to use.	Other - Professional Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team and support staff
Better Teaching Through Better Classroom Management Professional Development	Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Administration, Leadership Team and Title I Director
After School Homework Help	Students that are at risk for not meeting grade level standards are identified to attend After School Homework Help and receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	After School Homework Help Teachers, After School Homework Help Paraprofessionals

District Improvement Plan

Crescent Academy

Better Teaching Through Better Classroom Management	Better Teaching Through Better Classroom Management Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Administration, Leadership Team and Title I Director
Professional Development: Understanding the Common Core English Language Arts	Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for ELA. Further, staff will be provided with handouts and materials to aid in engaging learners in the ELA concepts to help make instruction more interactive. Follow-up activities and extension activities to keep the ELA learning a year long process. Resources will be available to help with incorporating ELA into science, math and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team
Jump Into Kindergarten	Students that are enrolled to attend kindergarten in the 2013-2014 school year will attend a 4 week long program to strengthen basic kindergarten skills and allow for teachers to identify students that are at risk of falling behind so that interventions can be put in place at the start of the school year.	Academic Support Program			07/01/2016	07/31/2017	\$31002	Jump Into Kindergarten Teachers, Jump Into Kindergarten Paraprofessionals
Professional Development	Better Teaching Through Better Classroom Management Professional Development Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.	Behavioral Support Program	Tier 1		09/06/2016	06/30/2017	\$250	Administration, Leadership Team, Title I Director
Math Specialists	Math specialists will work with students that have been identified in the bottom 30%, using the prescribed intervention program, SRA.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$42000	Director of Title I, Math Specialists
Director of Title I	The Director of Title I will oversee all Title I funded programs and personnel, collect and analyze student data, monitor the entrance and exit guidelines of Title I programs and participate in all school involvement initiatives.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$28886	Director of Title I

District Improvement Plan

Crescent Academy

Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	09/05/2017	\$0	All staff
Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$5000	All staff
Professional Development: Improving Reading Through Social Studies	Understand the importance of supporting reading instruction in social studies. Understand the “roadblocks” that affect teachers and students in reading and comprehension strategies in social studies and how to take those strategies to math, ELA, and science. Learn about strategies used to support reading instruction for students before, during, and after social studies instruction as well as tools to use.	Other - Professional Development	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Superintendent of CIA and Director of Title I
Summer School	Students that have not scored proficient on the MSTEP, or that have not passed core academic classes, will be invited to attend summer school where they will receive targeted instruction based on their areas of need.	Academic Support Program	Tier 2	Implement	06/26/2017	07/21/2017	\$25147	Summer School Teachers, Summer School Paraprofessionals
Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$5000	All staff
Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team and/or Instructional Leaders

District Improvement Plan

Crescent Academy

Family Math Night	Crescent will host a Family Math Night sponsored by Learning Gizmos. Learning Gizmos will come to the school with multiple games focused on different math skills. Families will then come and rotate from center to center learning to play each game. Each family in attendance will receive a free game of their choice and games will also be available for purchase to families at a discounted rate.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Director of Title I, Instructional Staff
Data Analysis	Using Illuminate, all student achievement data will be housed and analyzed. Teachers will be able to generate reports and group students based on specific needs. Illuminate will ease the process of student identification for intervention services.	Technology	Tier 1	Implement	09/05/2016	06/19/2017	\$10882	Director of Title I, Director of Student Support Services, Teachers
Jump Into Kindergarten	Students that are enrolled to attend kindergarten in the 2015-2016 school year will attend a 4 week long program to strengthen basic kindergarten skills and allow for teachers to identify students that are at risk of falling behind so that interventions can be put in place at the start of the school year. (Funding includes 9 teachers, 8 paraprofessionals and materials)	Academic Support Program	Tier 2	Implement	07/10/2017	08/10/2017	\$29000	Director of Title I, Jump Into Kindergarten Coordinator, Jump Into Kindergarten Teachers and paraprofessionals
Professional Development: Cyberbullying: How and When Schools Should Respond	Recognize different aspects of cyberbullying. Understand how bullying affects students' lives and education of math, ELA, science and social studies. Learn what jurisdiction schools do and don't have and where that lies outside of math, ELA, science and social studies. Explore measures to reduce bullying behavior inside and outside the classroom.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team
After School Homework Help	Students that are at-risk of not meeting state standards are identified to attend After School Homework Help to receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/31/2017	\$31341	After School Homework Help Teachers, After School Homework Help Paraprofessionals

District Improvement Plan

Crescent Academy

Compass Learning	Students identified as the bottom 30% will work in the intervention lab using Compass Learning. Compass Learning will provide individualized targeted instruction to students to help close achievement gaps. Reports will be available to the teachers, and support team, to track student progress. (Funding includes program and 60 laptops for intervention lab)	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	Director of Title I, Intervention Specialists
Professional Development:	Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for ELA. Further, staff will be provided with handouts and materials to aid in engaging learners in the ELA concepts to help make instruction more interactive. Follow-up activities and extension activities to keep the ELA learning a year long process. Resources will be available to help with incorporating ELA into science, math and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team and Curriculum Leaders
Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies.	Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Leadership Team and/or Instructional Leaders
Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Leadership Team
Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team

District Improvement Plan

Crescent Academy

Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team
After School Homework Help	Students that are at risk of not meeting grade level expectations are identified to attend After School Homework Help to receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Director of Title I, After School Homework Help Coordinator, After School Homework Help teachers and paraprofessionals
Title I (Intervention Specialists)	Title I tutors and paraprofessionals (Intervention Specialists) will work with at-risk students in an intervention lab on targeted, individualized lessons.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$50000	Director of Title I, Intervention Specialists

District Improvement Plan

Crescent Academy

<p>Better Teaching Through Better Classroom Management Professional Development</p>	<p>Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$250</p>	<p>Better Teaching Through Better Classroom Management Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristic</p>
<p>Better Teaching Through Better Classroom Management Professional Development</p>	<p>Better Teaching Through Better Classroom Management Professional Development Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$250</p>	<p>Administration, Leadership Team, Title I Director</p>
<p>Professional Development: Motivating Students 1: Changing Attitudes and Behavior</p>	<p>Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$250</p>	<p>Leadership Team</p>

District Improvement Plan

Crescent Academy

Professional Development: Tips and Tactics for Better Writing Instruction	Understand the basics of the writing process. Learn some basic rules in their role as writing instructors. Come up with activities to support writing instruction. Adjust their roles as writing instructors to fit the writing needs of students.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Curriculum and Leadership Team
After School Homework Help	Students that are at risk of not meeting grade level standards are identified to attend After School Homework Help and receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Director of Title I, After School Homework Help Coordinator, After School Homework Help Teachers, After School Homework Help Paraprofessionals
Professional Development: Understanding the Common Core State Math Standards	Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for math. Further, staff will be provided with handouts and materials to aid in engaging learners in the math concepts to help make instruction more interactive. Resources will be available to help with incorporating math into science, ELA and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Assistant Superintendent of CIA and Title I Director

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Role Playing/Readers Theatre	Role Playing will allow students to experience a text, or see a problem, from another perspective. It will allow students to take risk-free positions by acting out characters in hypothetical situations.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Graphic Organizers/Thinking Maps	Teachers will use graphic organizers and thinking maps as a way to present information in a visual way for students to better understand material being taught.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Monitoring of Nonlinguistic Representation Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Teacher Training on Reading and Writing Centers	All teachers will receive training on implementing successful blocks of Reader's and Writer's Workshop in the classroom. Teachers will be trained on aligning Reading and Writing Centers with Common Core Standards at various levels of instruction. Teachers in grades K-5 will receive coaching throughout the year.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$20000	Teachers, Paraprofessionals
Co-Teaching	Teachers will work together to address the diverse needs of the students in a given classroom to ensure success and understanding for all.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Resource Room Teachers, Paraprofessionals

District Improvement Plan

Crescent Academy

After School Homework Help	Students that are at-risk of not meeting state standards are identified to attend After School Homework Help to receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Monitor	10/03/2016	05/31/2017	\$31341	After School Homework Help Teachers, After School Homework Help Paraprofessionals
Monitoring of Differentiated Instruction Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Peer Partner Learning	Peer Partner Learning will allow students to collaborate and learn from one another. Partnering with classmates will bring different experiences and understanding of a reading to the discussion.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Monitoring of Compare and Contrast Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of Reading Strategies	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Think-Pair-Share	Students will be given "think" time after reading given material to reflect on what they have read. Student will then "pair" with a partner to discuss the reading and its meaning. Afterwards students will "share" out their ideas and understanding of the text. This will help to understand complex texts.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Targeted Skill Building	Teachers will use the data provided by the NWEA-MAP assessment to pull targeted reading and comprehension lessons for each individual student. These lessons will be targeted to the identified learning gaps for each individual student.	Direct Instruction	Tier 3	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Discussion	Discussion will help students to make sense of the world (or readings), stimulate thought, wonder, explanation, reflection and recall. Group discussions will provide opportunities for students to clarify and expand their ideas and understanding and demonstrate questioning techniques.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals

District Improvement Plan

Crescent Academy

Monitoring of Reading for Meaning Strategy	Building administrators and the leadership team will conduct walk-throughs that will focus on the essential components of the Reading Strategies being implemented. Conferencing between administration and teachers will take place after walk-throughs to evaluate use and effectiveness of Reading Strategies.	Academic Support Program	Tier 2	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Summer School	Students that have not scored proficient on the MSTEP, or that have not passed core academic classes, will be invited to attend summer school where they will receive targeted instruction based on their areas of need.	Academic Support Program	Tier 2	Implement	06/26/2017	07/21/2017	\$25147	Summer School Teachers, Summer School Paraprofessionals
Title I Teacher	The Title I Teacher will work directly with identified Title I students in areas of need.	Direct Instruction	Tier 3	Implement	09/06/2016	06/30/2017	\$27758	Title I Teacher
Word Walls	Teachers will utilize classroom space to display vocabulary relevant to content being taught. Students will be challenged to use this vocabulary as often as possible.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Word of the Day	Teachers will present a new vocabulary word to students on a daily basis. Students will be challenged to use the word in the correct context as often as possible.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
After School Homework Help	Students that are at risk of not meeting grade-level expectations are identified to attend After School Homework Help for targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Director of Title I, After School Homework Help Coordinator, After School Homework Help teachers and paraprofessionals
Monitoring of Increase Vocabulary Skills	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Writing strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of writing strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Direct Instruction, Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team

District Improvement Plan

Crescent Academy

Writing Prompts	Teachers will provide students with daily writing prompts to improve writing skills through practice. These prompts will be given in all content areas and can be recorded in writing journals.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Monitoring of Write to Learn	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the Writing strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of writing strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Walkthrough	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Title I (Intervention Specialists)	Title I tutors and paraprofessionals (Intervention Specialists) will work with at-risk students in an intervention lab on targeted, individualized lessons.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$50000	Director of Title I, Intervention Specialists
Explicit Teaching	Explicit teaching is useful when introducing new topics and skills in content areas such as math. The teacher will use explicit teaching to provide guided instruction in the basic understanding of required skills, which students will build upon through practice, collaboration, repetition and hands on activities. Teachers will follow a sequence of supports such as setting a purpose for learning, telling students how to do it, showing them how to do it and guiding their hands-on applications of the new learning.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Cooperative Learning Groups	In order to target the diverse needs in a classroom met, teachers will group students by area of need. This will allow teachers and paraprofessionals to provide targeted instruction to small groups. Also ensures that students will be learning at their level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Director of Title I	The Director of Title I will oversee all Title I funded programs and personnel, collect and analyze student data, monitor the entrance and exit guidelines of Title I programs and participate in all school involvement initiatives.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$28886	Director of Title I
Monitoring of Differentiated Instruction	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Daily Math Homework	Teachers will assign daily math practice for homework to allow students additional time to master and understand skills taught in class.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers

District Improvement Plan

Crescent Academy

After School Homework Help	Students that are at risk of not meeting grade level expectations are identified to attend After School Homework Help to receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Director of Title I, After School Homework Help Coordinator, After School Homework Help teachers and paraprofessionals
Drill and Practice	Drill and practice helps learners master materials at their own pace, are repetitive and used as a reinforcement tool.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Targeted Skill Building	Teachers will use the data provided by NWEA assessment to pull targeted math lessons for individual students. These lessons will be targeted to the identified learning gaps for each individual student.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Monitoring of Homework and Practice	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies. Teachers will be asked to evaluate the effectiveness of strategies in their classrooms.	Academic Support Program	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Math Games	Teachers and specialists will use various games to support math instruction. Games will reinforce learning of skills and content vocabulary.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, specialists
Monitoring of Math Games and Simulations Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the math strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of math strategies.	Extra Curricular	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Cloze Procedure	Teachers will use the Cloze Procedure technique to assess the extent of students' science vocabulary and knowledge.	Direct Instruction	Tier 1	Implement	09/05/2016	06/30/2017	\$0	Teachers
Word Walls	Teachers will dedicate wall space to the display of key academic terms for students to continually reference and interaction with.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers

District Improvement Plan

Crescent Academy

After School Homework Help	Students that are at risk for not meeting grade level standards are identified to attend After School Homework Help and receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	After School Homework Help Teachers, After School Homework Help Paraprofessionals
Monitoring of Vocabulary's CODE Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Conducting Experiments	Students will generate hypotheses then test through the use of science experiments.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Project Based Learning	Teachers will assess student understanding of scientific process through the use of project based learning, such as the Crescent Academy Science Fair.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Family Science Night	Learning Gizmos will do a presentation on generating and testing hypothesis through experiments and provide support to families regarding the science fair.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Director of Title I, Instructional Staff
Monitoring of Generating and Testing Hypothesis Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Concept Attainment	Teachers will use the concept attainment method to guide students in identifying the attributes of a group or category. It is used to clarify ideas and introduce concepts of content.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, specialists
Concept Maps	Teachers will use concept maps to help students develop an understanding of knowledge, explore new information relationships and gather new knowledge.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, specialists

District Improvement Plan

Crescent Academy

Monitoring of Summarizing and Note Taking Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Lecture	Teachers will use lecture as a way to introduce concepts and themes.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Inquiry	Teachers will provide inquiry learning opportunities for students to experience and acquire knowledge through a process in which they gather information about their world. They will encourage students to act upon their curiosity and interests and develop questions.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Monitoring of Thematic Instruction Science Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the science strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate the use and effectiveness of science strategies.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Didactic Questions	Didactic questions will be used to structure each individuals learning process - who, what, where, when, why questions will diagnose comprehension skills and determine extent to which lesson objectives were achieved.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Independent Study	Students will participate in independent study activities that will foster the development of student initiative, self-reliance, and self improvement.	Direct Instruction	Tier 1	Implement	09/06/2016	06/05/2017	\$0	Instructional Staff
Field Trips	Students will go on field trips to support the content being taught in the classroom. Field Trips must align with Common Core standards.	Field Trip	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Instructional Staff

District Improvement Plan

Crescent Academy

After School Homework Help	Students that are at risk of not meeting grade level standards are identified to attend After School Homework Help and receive targeted assistance in areas of need.	Academic Support Program	Tier 2	Implement	10/04/2016	05/31/2017	\$44000	Director of Title I, After School Homework Help Coordinator, After School Homework Help Teachers, After School Homework Help Paraprofessionals
Monitoring of Differentiated Instruction Social Studies Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the social studies strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of social studies strategies.	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Collaborative Learning Community	Teachers will participate in weekly and monthly PLC meetings to discuss and collaborate with colleagues. Topics will include all content areas, including social studies curriculum, content and best practices.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Jigsaw	Teachers will use the Jigsaw method to introduce new material while holding each student individually responsible. Jigsaw develops teamwork and cooperative learning skills within students.	Direct Instruction	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers
Monitoring of Cooperative Grouping Social Studies Strategy	Building administrators and the leadership team will conduct walk throughs that will focus on the essential components of the social studies strategies being implemented. Conferencing between administration and teachers will take place after walk throughs to evaluate use and effectiveness of social studies strategies.	Other	Tier 1	Monitor	09/06/2016	06/30/2017	\$0	Administration, Leadership Team
Math Specialists	Math specialists will work with students that have been identified in the bottom 30%, using the prescribed intervention program, SRA.	Academic Support Program	Tier 3	Implement	09/06/2016	06/30/2017	\$42000	Director of Title I, Math Specialists

District Improvement Plan

Crescent Academy

Summer School	Students that are performing below grade level are identified to attend Summer School and receive targeted assistance in areas of need. Funding includes a Reading Specialist, 13 teachers, 4 paraprofessionals, lunch aides, transportation and materials.	Academic Support Program	Tier 2	Implement	06/26/2017	07/21/2017	\$43000	Director of Title I, Summer School Coordinator, Saturday School teachers and paraprofessionals
Compass Learning	Students identified as the bottom 30% will work in the intervention lab using Compass Learning. Compass Learning will provide individualized targeted instruction to students to help close achievement gaps. Reports will be available to the teachers, and support team, to track student progress. (Funding includes program and 60 laptops for intervention lab)	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	Director of Title I, Intervention Specialists
Data Analysis	Using Illuminate, all student achievement data will be housed and analyzed. Teachers will be able to generate reports and group students based on specific needs. Illuminate will ease the process of student identification for intervention services.	Technology	Tier 1	Implement	09/05/2016	06/19/2017	\$10882	Director of Title I, Director of Student Support Services, Teachers
Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	09/05/2017	\$0	All staff
Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$6000	All staff
Curriculum Crafter	The Academy will purchase Curriculum Crafter for staff to utilize for lesson planning and assessment. Professional Development may be necessary.	Curriculum Development, Technology, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$6000	All staff

District Improvement Plan

Crescent Academy

NWEA Training	Staff will receive training on the NWEA assessment and how to use the reports to guide their instruction.	Curriculum Development, Professional Learning	Tier 1	Implement	08/22/2016	05/29/2017	\$0	Administration
Technology Support	The academy will purchase Chromebooks to support the learning of students in K-8.	Technology, Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	Administration
Teacher Training on Project-based Learning	Implement Project-based Learning training for K - 12 grade teachers through use of Master Teacher Professional Development	Technology, Professional Learning	Tier 1	Implement	08/29/2016	06/30/2017	\$0	District Leaders, School Leaders and teachers
Professional Development	Better Teaching Through Better Classroom Management Professional Development Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.	Behavioral Support Program	Tier 1		09/06/2016	06/30/2017	\$250	Administration, Leadership Team, Title I Director
Better Teaching Through Better Classroom Management Professional Development	Better Teaching Through Better Classroom Management Professional Development Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.	Behavioral Support Program	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Administration, Leadership Team, Title I Director

District Improvement Plan

Crescent Academy

<p>Better Teaching Through Better Classroom Management Professional Development</p>	<p>Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$250</p>	<p>Better Teaching Through Better Classroom Management Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristic</p>
<p>Better Teaching Through Better Classroom Management</p>	<p>Better Teaching Through Better Classroom Management Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$250</p>	<p>Administration, Leadership Team and Title I Director</p>
<p>Better Teaching Through Better Classroom Management Professional Development</p>	<p>Identify the goal of classroom management in order to assure all students meet their target objectives within all core subject areas (math, ELA, science and social studies). Describing the characteristics of great classroom management and how to incorporate these strategies across the curriculum and applying these strategies learned for developing great classroom management while instructing the core subject content.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$250</p>	<p>Administration, Leadership Team and Title I Director</p>

District Improvement Plan

Crescent Academy

Professional Development: Using Data to Improve Teaching	Identify the types and purposes of data collection and how to utilize the data within math, ELA, science and social studies to create stronger lessons and activities. Apply specific methods for collecting instructional and behavioral data that will show an increase of testing in math, ELA, science and social studies.	Teacher Collaboration	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Assistant Superintendent of Curriculum Instruction and Assessment and Title I Director
Professional Development: Improving Reading Through Social Studies	Understand the importance of supporting reading instruction in social studies. Understand the “roadblocks” that affect teachers and students in reading and comprehension strategies in social studies and how to take those strategies to math, ELA, and science. Learn about strategies used to support reading instruction for students before, during, and after social studies instruction as well as tools to use.	Other	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Superintendent of CIA and Director of Title I
Professional Development: Improving Reading Through Social Studies	Improving Reading Through Social Studies Understand the importance of supporting reading instruction in social studies. Understand the “roadblocks” that affect teachers and students in reading and comprehension strategies in social studies and how to take those strategies to math, ELA, and science. Learn about strategies used to support reading instruction for students before, during, and after social studies instruction as well as tools to use.	Other	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team and support staff
Professional Development: Tips and Tactics for Better Math Teaching	Tips and Tactics for Better Math Teaching Identify fundamental concepts in mathematics. Identify strategies for working with students in the area of mathematics. Apply strategies to help students learn problem solving.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Assistant Superintendent and Title 1 Directors
Professional Development: Understanding the Common Core State Math Standards	Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for math. Further, staff will be provided with handouts and materials to aid in engaging learners in the math concepts to help make instruction more interactive. Resources will be available to help with incorporating math into science, ELA and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Assistant Superintendent of CIA and Title I Director

District Improvement Plan

Crescent Academy

Professional Development: Understanding the Common Core English Language Arts	Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for ELA. Further, staff will be provided with handouts and materials to aid in engaging learners in the ELA concepts to help make instruction more interactive. Follow-up activities and extension activities to keep the ELA learning a year long process .Resources will be available to help with incorporating ELA into science, math and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team
Professional Development:	Planning resources such as schedules and forms will be provided to aid in the preparation of lessons and plans for ELA. Further, staff will be provided with handouts and materials to aid in engaging learners in the ELA concepts to help make instruction more interactive. Follow-up activities and extension activities to keep the ELA learning a year long process .Resources will be available to help with incorporating ELA into science, math and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team and Curriculum Leaders
Professional Development: Tips and Tactics for Better Writing Instruction	Understand the basics of the writing process. Learn some basic rules in their role as writing instructors. Come up with activities to support writing instruction. Adjust their roles as writing instructors to fit the writing needs of students.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Curriculum and Leadership Team
Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team and/or Instructional Leaders
Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies.	Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Leadership Team and/or Instructional Leaders
Professional Development: Motivating Students 1: Changing Attitudes and Behavior	Understand different ways to change student attitudes and behaviors. Identify outcomes that show a change in student attitudes and behaviors. Apply strategies for motivating students to do well in math, ELA, science and social studies.	Professional Learning	Tier 1	Getting Ready	09/06/2016	06/30/2017	\$250	Leadership Team

District Improvement Plan

Crescent Academy

Professional Development: Cyberbullying: How and When Schools Should Respond	Recognize different aspects of cyberbullying. Understand how bullying affects students' lives and education of math, ELA, science and social studies. Learn what jurisdiction schools do and don't have and where that lies outside of math, ELA, science and social studies. Explore measures to reduce bullying behavior inside and outside the classroom.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team
Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team
Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team
Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$250	Leadership Team
Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Leadership Team

District Improvement Plan

Crescent Academy

Professional Development: Managing Behavior Problems: Anger and Aggression	Identify the attitudes and actions of common problem behaviors that are associated with anger and aggression. Learn the negative effects of these behaviors on themselves and their classrooms which in turns effects the learning of the core areas of math, ELA, science and social studies. Learn how to address and eradicate these behaviors and realize common mistakes when dealing with these behaviors.	Behavioral Support Program, Professional Learning	Tier 1		09/06/2016	06/30/2017	\$250	Leadership Team
--	--	---	--------	--	------------	------------	-------	-----------------

Crescent Academy Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Phonemic Awareness Programs	Kindergarten and first grade teachers will utilize "Making Great Readers" and "Road to the Code" programs and lessons to increase phonemic awareness skills.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Guided Reading Groups	Students will be grouped in ways that allow teachers to work with small groups reading texts at their individual levels	Direct Instruction	Tier 1		09/06/2016	06/30/2017	\$0	Teachers, Paraprofessionals
Jump Into Kindergarten	Students that are enrolled to attend kindergarten in the 2013-2014 school year will attend a 4 week long program to strengthen basic kindergarten skills and allow for teachers to identify students that are at risk of falling behind so that interventions can be put in place at the start of the school year.	Academic Support Program			07/01/2016	07/31/2017	\$31002	Jump Into Kindergarten Teachers, Paraprofessionals
Teacher Training on Writer's Workshop	Teachers in grades kindergarten through fifth, will continue with Writer's Workshop Training. This years training will focus on incorporating mentor texts into an effective writing lesson.	Professional Learning	Tier 1	Getting Ready	09/19/2016	06/30/2017	\$8000	Teachers
Family Math Night	Crescent will host a Family Math Night sponsored by Learning Gizmos. Learning Gizmos will come to the school with multiple games focused on different math skills. Families will then come and rotate from center to center learning to play each game. Each family in attendance will receive a free game of their choice and games will also be available for purchase to families at a discounted rate.	Parent Involvement	Tier 1	Implement	09/06/2016	06/30/2017	\$1000	Director of Title I, Instructional Staff

District Improvement Plan

Crescent Academy

Jump Into Kindergarten	Students that are enrolled to attend kindergarten in the 2015-2016 school year will attend a 4 week long program to strengthen basic kindergarten skills and allow for teachers to identify students that are at risk of falling behind so that interventions can be put in place at the start of the school year. (Funding includes 9 teachers, 8 paraprofessionals and materials)	Academic Support Program	Tier 2	Implement	07/10/2017	08/10/2017	\$29000	Director of Title I, Jump Into Kindergarten Coordinator, Jump Into Kindergarten Teachers and paraprofessionals
Teacher Training on GO Math	K-6 staff will participate in training on the GO Math! program.	Professional Learning	Tier 1	Getting Ready	08/29/2016	09/01/2016	\$0	Administration