

Crossroads High School **School Improvement Plan** **2015-2016**



School Improvement Team

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Granite Falls School District

“Every Student, Every Day, Every Classroom”

Mission Statement:

To inspire and facilitate a passion for life-long learning and the pursuit of excellence in every student, every day.

Vision Statement:

Our students are passionate in pursuit of their goals and aspirations. To that end, they are critical and inspired thinkers, adaptable, collaborative and committed to making a difference in their communities and to the betterment of society.

Foundation of our District Beliefs:

1. Powerful teaching and learning.
2. District and Board communication with community and staff that is informing, encouraging, intentional and collaborative.
3. Financial stewardship, assuring optimal use of district resources.
4. A district climate that emphasizes a positive school culture, focused on student safety, a healthy lifestyle, and respect for other students and faculty.

District Goals:

1. ***Quality Learning.*** Engage and inspire every student through powerful and innovative instruction, fostering development of critical-thinking skills and motivating academic achievement through high expectations.
2. ***Positive Image.*** Strengthen our district by countering unfounded perceptions and stereotypes of Granite Falls. Celebrate student successes and civic progress, working collaboratively with district partners—including local government, the chamber of commerce, and service organizations.
3. ***College- and Career-Ready.*** Ensure that every student transitions successfully between grades and schools and graduates with the knowledge, skills and attitude to excel in diverse post-secondary opportunities. Foster student achievement through active partnerships with parents, families and our community.

Crossroads High School

Mission:

Crossroads encourages a desire for life-long learning in a safe and supportive environment that prepares and empowers students academically, socially and emotionally.

Statement of Philosophy

Crossroads High School offers unique opportunities to complete high school graduation requirements. The program is aimed primarily at students who, for various reasons, have not experienced success in a traditional classroom setting. Instruction is a combination of direct instruction, experiential learning, and individualized packets. Students are encouraged to take responsibility for their own learning and discipline. Crossroads provides a rigorous academic program coupled with experiences that promote emotional and social growth. Teachers assume the extended roles of counselor, mentor, confidant and friend. Teachers and students work together to create a school setting where each feels a sense of belonging and ownership. Crossroads allows for a family atmosphere where an individual's learning styles and unique needs in and out of the classroom can be considered. The students and staff at Crossroads have worked hard to create a school where everyone belongs, where everyone feels valued, supported, and safe, and where everyone contributes. We don't want students to simply attend this school. On the contrary, we want them to identify with it – to feel a sense of ownership and pride– to guard and defend it. Like family, there should be a place for everyone. Everyone has a gift. And everyone who exercises their gifts adds value to our community.

Priority Identification

Analysis of the School and District's current situation, compared to the District Strategic Targets and Theory of Action, provide direction for priority focus within this School Improvement Plan (SIP). This School Improvement Plan presents and defines the priorities and activities that provide the school focus throughout the academic school year toward the realization of the District Targets and the State Standards for Student Achievement. This SIP will be subject to regular monitoring and adjustment based upon data collection and evaluation. Such adjustments will be included within this SIP and disseminated, as appropriate.

Student Demographics

Enrollment		
October 2014 Student Count		177
May 2015 Student Count		176
Gender (October 2014)		
Male	95	53.7%
Female	82	46.3%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	28	15.8%
American Indian / Alaskan Native	4	2.3%
Black / African American	1	0.6%
White	132	74.6%

Two or More Races	12	6.8%
Special Programs		
Free or Reduced-Price Meals (May 2015)	94	53.4%
Special Education (May 2015)	35	19.9%
Transitional Bilingual (May 2015)	0	0.0%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	12	6.8%
Foster Care (May 2015)	0	0.0%
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2014)		29.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)		40.3%

2015-2016 GOALS

With the intent to improve student achievement by focusing on effective instructional and assessment strategies, providing teachers with the opportunity to collaborate around specific academic goals and to create a system that most effectively utilizes intervention resources, Crossroads High School identified goals for the 2015-2016 school year.

District Target #1: *Quality Learning.*

Engage and inspire every student through powerful and innovative instruction, fostering development of critical-thinking skills and motivating academic achievement through high expectations.

Crossroads High School SMART Goal #1:

- A.) The SBAC median growth percentile will be equal to or greater than the state median growth percentile of 50 by September 2016.
- B.) One hundred percent of Crossroads High School **teachers** will show instructional growth by September 2016 as evidenced by walk-through observations, surveys, and student growth goals.
- C.) One hundred percent of Crossroads High School Administrators will show instructional leadership growth by September 2016 as evidenced by walk-through observations, and student growth goals.

Action Plan	Who/What	Evidence of Impact	Strategic Plan Alignment
<p>To support the GFSD strategic plan in the area of Quality Learning Crossroads High School staff will:</p>	<p>Implementation will be evidenced by:</p>	<p>Impact will be evidenced by:</p>	<p>Quality Learning</p>
<p>Implement our third year of Professional Learning Communities, including; Weekly professional development through PLC's as well as departments to plan, monitor, and adjust instruction in alignment with our School Improvement Plan goals, trauma informed practices, the CEL 5D Instructional Framework, and the Common Core Standards.</p>	<p>Staff will participate in monthly PLC collaboration based on the School Improvement Plan. Collaboration will be centered around student data and conversations will be framed around DuFour's four guiding questions: <i>What do we want students to learn? How will we know if they learned it? What will we do if they did not learn it? What will we do if they already know it?</i> (Evidence will be notes from PLC's SWIT meetings, review of goals, etc.)</p>	<p>The SBAC median growth percentile will be equal to or greater than the state median growth percentile of 50 by September 2016.</p> <p>Data snaps will show evidence of an increase in the percentage of teachers implementing the CEL 5D+ Instructional framework at a proficient level</p> <p>Instructional leadership will improve by September 2016 as evidenced by walk-through observations, and student growth goals</p>	

<p>Supplement current curriculum to assure effective instruction of CCSS</p> <p>Develop and implement both formative and summative assessment opportunities</p> <p>Utilize assessment data to determine student placement, intervention and enrichment needs</p> <p>Differentiate instruction to assure student mastery of standards</p> <p>Implement system-wide interventions for students not meeting standards on formative/summative assessments (basic needs, academic, social/emotional)</p> <p>Teachers will routinely orient students to learning targets and success criteria</p>	<p>Teachers delivery of instruction will provide differentiation and interventions for students based on data</p> <p>Learning Targets and Success Criteria will be posted in all classrooms and referenced during learning</p> <p>All teachers will participate in district wide data snaps</p>	<p>The number of students experiencing mastery will have increased as a result the increased opportunities given by teachers</p> <p>An increased number of students will meet standard on the SBAC</p>	
<p>Strengthen our school by increasing our focus on student agency and growth mindset. PLC's will focus on growth mindset, the Quality Learning PLC will specifically focus on neuroscience, the malleability of intelligence and effective praise. Teachers will become educated on effective praise and be able to identify strategies for increasing school culture by building a growth mindset in the classroom.</p>	<p>Teachers will actively participate in professional development regarding growth mindset, specifically around effective praise, neuroscience, and the malleability of intelligence. Teachers will have identified and implemented at least one strategy for building a growth mindset in the classroom.</p> <p>A minimum of three lessons on growth mindset including neuroscience, the malleability of intelligence, and metacognitive strategies will have been explicitly taught in Check and Connect</p> <p>Teachers will provide ongoing feedback for students in regards to using and developing problem-solving and personal strategies based on growth mindset.</p>	<p>Students will be able to articulate what it means to have a growth mindset vs, a fixed mindset</p> <p>Students will have a basic understanding around neuroscience, the malleability of intelligence and meta cognitive strategies</p>	

What will we have accomplished by:

December	March	June
<ul style="list-style-type: none"> • Learning Targets posted and referenced for all lessons • Learning Plans/Syllabus updated to reflect current practices • Formative and summative assessment data reviewed • Check and connect teachers will Develop Written Student Learning Plans and review monthly for all students • School staff will be trained on growth mindset, specifically in the areas of neuroscience, effective effort, and the malleability of intelligence. • Intervention plans will be developed and implemented for students not making satisfactory progress • A minimum of one lesson on neuroscience, effective effort, and the malleability of intelligence will have been explicitly taught in Check and Connect • Staff will intentionally model for students that mistakes are part of learning and encourage students to take academic risks 	<ul style="list-style-type: none"> • Learning Targets and Success Criteria posted referenced for every lesson • Learning Plans/Syllabus reviewed and updated to reflect current practices • Administration and certificated teaching staff will have participated in monthly PLC meeting's • Quality Learning PLC will conduct staff training on the Common Core standards, Digital Library, and entry and exit tasks • Check and connect teachers will Develop Written Student Learning Plans and review monthly for all students • Intervention plans will be developed and implemented for students not making satisfactory progress • A minimum of two lessons in neuroscience, effective effort, and the malleability of intelligence will have been explicitly taught in Check and Connect • Staff will continue to intentionally model that mistakes are part of learning and encourage students to take academic risks • School staff will continue to share and reinforce with all students the understanding that intelligence is malleable • Staff will provide students with challenging tasks and effectively facilitate student persistence through struggle • Quality Learning PLC will conduct staff training on the Common Core standards, Digital Library, and entry and exit tasks 	<ul style="list-style-type: none"> • Learning Targets and Success Criteria will continue to be posted and referenced for every lesson • Formative and summative assessment data will be reviewed and refined • Math and English placement recommendations for individual students will be made to counselor • Intervention plans will be developed and implemented for students not making satisfactory progress • A minimum of three lessons in neuroscience, effective effort, and the malleability of intelligence will have been explicitly taught in Check and Connect • Administration and certificated teaching staff will have participated in monthly PLC meeting's • School staff will continue to share and reinforce growth mindset in the areas of neuroscience, effective effort, and the malleability of intelligence • Staff will teach and reinforce metacognitive strategies in a variety of problem solving situations • Staff will continue to intentionally model that mistakes are part of learning and encourage students to take academic risks • School staff will continue to share and reinforce with all students the understanding that intelligence is malleable • Staff will provide students with challenging tasks and effectively facilitate student

		persistence through encouragement while students struggle
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2015-2016 GOALS

District Target #2: *Positive Image*

Strengthen our district by countering unfounded perceptions and stereotypes of Granite Falls. Celebrate student successes and civic progress, working collaboratively with district partners—including local government, the chamber of commerce, and service organizations.

Crossroads High School SMART Goal #2

Crossroads school climate will be positive, supportive, and culturally conscious. The Positive Image PLC will create and administer a school climate survey to incorporate growth mindset culture. Data from the survey will be analyzed to assist in the development of goals for the 2016-2017 School Improvement Plan.

What will we have accomplished by?

Action Plan	Who/What	Evidence of Impact	Strategic Plan Alignment
<p>To support the GFSD strategic plan in the area of College and Career Readiness Crossroads High School staff will:</p> <p>Participate in weekly professional development through their PLC's as well as departments to plan, monitor, and adjust instruction in alignment with our PLC's, the CEL 5D+ Instructional Framework, trauma informed practices, and the Common Core Standards.</p>	<p>Staff will participate in monthly PLC collaboration based on the School Improvement Plan. Collaboration will be centered around student data and conversations will be framed around DuFour's four guiding questions:</p> <p><i>What do we want students to learn? How will we know if they learned it? What will we do if they did not learn it? What will we do if they already know it? (Evidence will be notes from PLC's SWIT meetings, review of goals, etc.)</i></p>	<p>Crossroads school climate will be positive, supportive, and culturally conscious</p>	<p>Goal #3: Positive Image</p>

<p>Frequent and effective parent contact</p>	<p>Teachers will hold bi-yearly parent teacher conferences, parents will receive frequent communication from check and connect advisors, parents will have skyward access, school messenger will electronically report attendance daily, grade checks will be performed weekly in check and connect</p>	<p>Increased participation at conferences (conferences will be arranged by the students check and connect advisor and increased number of parent contacts as evidenced by conference record on Individual Student Learning Plan</p> <p>Communication by schools and district through multiple mediums will be utilized to meet the specific needs of families</p>	
<p>Crossroads staff will promote positive and respectful interpersonal relationships with parents, guardians, and community members.</p>	<p>Crossroads staff , students, community members-all interactions</p>	<p>Positive relationships will increase partnerships with government, businesses, and community organizations to promote school-to-work opportunities, scholarships, academic awards, and financial resources to address school and program needs.</p>	

<p>Create and sustain common language and practice that enables students to complete their grade checks on a regular basis using skyward.</p>	<p>Check and Connect Teachers</p>	<p>Creates a streamlined and efficient practice amongst program staff and students will learn self-advocacy techniques that will have immediate and life-long impact</p>	
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December	March	June
<p>The structured system for referral to SWIT meetings and appropriate resources will continue to be implemented</p> <p>Increased number of community resources will continually be identified</p> <p>Teachers will regularly input grades into skyward and deliver scheduled progress reports and report cards regularly to parents in a format that meets the needs of the family</p> <p>Course catalog format will be obtained and teachers will be trained</p> <p>A student centered school webpage will begin to be developed</p>	<p>Students referred to services through SWIT will receive assistance in learning how to utilize community partners</p> <p>Increased parent and community interactions and involvement</p> <p>The structured system for referral to SWIT meetings and will continue to be implemented, the increase in community partnership will result in increased resources for students to access</p> <p>Teachers will regularly input grades into skyward and deliver scheduled progress reports and report cards regularly to parents in a format that meets the needs of the family. Teacher/parent/student dialogue will increase</p> <p>Staff participation in training students will increase from 8% to 50%</p>	<p>Students will continue to learn how to utilize community partners-the number of students accessing resources will increase as evidenced through data from SWIT and BBG</p> <p>Parent and community involvement will continue to increase</p> <p>The structured system for referral to SWIT meetings and will continue to be implemented, the increase in community partnership will result in increased resources for students to access as evidenced by SWIT and Building Bridges data</p> <p>Teachers regular input into skyward will increase communication between Check and Connect teachers and parents in regards to grades and student progress</p> <p>Crossroads staff will provide documentation to the school board of the number of parent and community</p>

<p>A student of the month board will be created by ASB students and displayed in the commons</p> <p>A "TEACHER FEATURE" board will be created and displayed in the office</p> <p>A Crossroads student Community Represented will be appointed by ASB to assist in promoting positive image</p>	<p>A student of the month board will be created by ASB students and displayed in the commons</p> <p>A "TEACHER FEATURE" board will be created and displayed in the office</p>	<p>partnerships that have been developed that support student achievement, including volunteers, school-to-work opportunities, scholarships, and academic awards.</p> <p>Implementation of this goal will result in an increase increased student achievement and graduation rate.</p> <p>Course catalogs will be complete and given to students</p> <p>A student centered school webpage will begin to be developed</p> <p>A minimum of two community events will be hosted by Crossroads students and staff</p>
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District Target #3 College-and-Career Ready.

Ensure that every student transitions successfully between grades and schools and graduates with the knowledge, skills and attitude to excel in diverse post-secondary opportunities. Foster student achievement through active partnerships with parents, families and our community.

Crossroads High School SMART Goal #3:

1. **There will be a 3% increase in the number of students participating in work based learning from the 2014-2015 school year to the 2015-2016 school year.**
2. Increase senior cohort graduation by 3% by June 2016.
 - A. Increase students on track to graduate by 3% at each grade level.
 - B. Decrease number of classes failed by 3% at each grade level.

Action Plan	Who/What	Evidence of Impact	Strategic Plan Alignment
<p>To support the GFSD strategic plan in the area of College and Career Readiness Crossroads High School staff will:</p> <p>Participate in weekly professional development through their PLC's as well as departments to plan, monitor, and adjust instruction in alignment with our PLC's, the CEL 5D+</p>	<p>Staff will participate in monthly PLC collaboration based on the School Improvement Plan. Collaboration will be centered around student data and conversations will be framed around DuFour's four guiding questions:</p>	<p>Graduation rate will increase with a higher number of students prepared to enter the workforce</p>	<p>Goal #3: College and Career Ready</p>

<p>Instructional Framework, trauma informed practices, and the Common Core Standards.</p>	<p><i>What do we want students to learn? How will we know if they learned it? What will we do if they did not learn it? What will we do if they already know it? (Evidence will be notes from PLC's SWIT meetings, review of goals, etc.)</i></p>		
<p>Utilize data to determine student placement, intervention and enrichment needs, and to differentiate instruction to assure student mastery of standards</p>	<p>Crossroads School Wide Intervention Team collaboration will focus on student data for students with risk factors that reduce their ability to be track for college and/or career readiness</p>	<p>Increased graduation rate and increased number of students entering the workforce</p>	
<p>Students participating in Check and Connect Advisory will have the opportunity to learn study skills, the ability to assess one's own content mastery; and goal-setting - competencies with the intention of helping them learn to persist when learning gets tough.</p>	<p>Teachers will routinely encourage students to connect the concepts they are learning to their everyday lives or their plans for the future.</p>	<p>An increased number of students will see the connection between the concepts they are learning with everyday life and their plans for the future.</p>	
<p>Crossroads School Wide Intervention Team collaboration will focus on student data for students with risk factors that reduce their ability to be track for college and/or career readiness</p>	<p>Develop and refine strategic and thoughtful interventions to ensure the academic success of all students as evidenced by ALE intervention plans.</p>		

<p>Create and sustain common language and practice that enables students to complete their grade checks on a regular basis using skyward.</p>	<p>College and Check and Connect Teachers</p>	<p>Teaches students self-advocacy techniques that will have immediate and life-long impacts</p>	
<p>Crossroads staff will participate in training to administer and interpret results of a Career Interest Survey, and resources available through the WOIS website</p>	<p>The College and Career Ready PLC will train Crossroads staff</p>	<p>The number of students participating in work-based learning will increase by 3%</p>	
<p>Students will be trained students to complete grade checks in skyward</p>	<p>Check an Connect Teachers</p>	<p>Students will complete their own grade checks on a regular basis using Skyward. Staff participation in student skyward checks will increase from 8% to 50% by the end of second quarter.</p>	

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What will we have accomplished by?

December	March	June
<p>The CCR PLC will train staff to administer and interpret the results of the WOIS Career Interest Survey as well as introduce them to resources available through the WOIS website</p> <p>Student course placement for second semester will begin based on current data including grades, test scores, and attendance</p> <p>All Crossroads block students will have participated in a Skyward lesson and learn to access grades, attendance, and missing assignments</p> <p>All Crossroads Students will be encouraged by their Check and Connect Advisory teacher to take the PSAT/SAT and/or ASVAB</p> <p>Check and Connect teachers will intentionally promote field trips to community college, career fair, University, Construction Fair etc. will be</p> <p>Crossroads School Wide Intervention Team collaboration will focus on student data for students with risk factors that reduce their ability to be track for college and/or career readiness</p> <p>Crossroads School Wide Intervention Team collaboration will focus on student data for students with risk factors that reduce their ability to be track for college and/or career readiness</p> <p>Intervention plans created by Check and Connect teachers will be quickly communicated with both students and parents and evaluated monthly</p> <p>Teachers will become intentional about encouraging students to participate in the PSAT, SAT, and ASVAB.</p>	<p>Check and Connect teachers will teach students to use WOIS Career Information Systems to explore careers, create goals for their future, make educational plans, and find the training programs and schools</p> <p>Use technology to assist students in taking ownership of grades through weekly grade checks on skyward.</p> <p>All students and families will be invited to participate in Financial Aid Night- the two high schools will collaborate to provide an overview of the FASFA and financial aid process in an effort to support seniors in need of financial assistance</p> <p>An increased number of students will have accessed the PSAT/SAT/ASVAB</p> <p>The number of guest speakers to promote careers will increase significantly</p> <p>The number of Crossroads students invited on field trips to community colleges, career fairs, University's, and Construction Fair etc. will increase</p> <p>Students will be required to write scholarship essay's in their English classes</p> <p>Staff participation in student skyward checks will increase from 8% to 50% by the end of second quarter.</p> <p>CCR PLC will review three course catalog's</p>	<p>A minimum of 100 students will use the WOIS Career Information Systems to explore careers, create goals for their future, and make educational plans</p> <p>Graduation rate will increase with a higher number of students prepared to enter college or the workforce</p> <p>Every Crossroads Block student will have had the opportunity to participate in at least one field trip to a community college, career fair, University, Construction Fair etc.</p> <p>As a result of progress monitoring and lessons on graduation requirements students will know what they need to complete in order to earn a high school diploma</p> <p>The number of students participating in work-based learning will increase by 3%</p> <p>Students will work with Check and Connect teachers to develop and implement Intervention plans within five days of a student being marked unsatisfactory</p>

<p>Common practice, language and teamwork amongst staff will be promoted to streamline efficient practices amongst building staff to increase students self-advocacy skills.</p> <p>Tracy Elwell will schedule and complete a training for staff on reading and interrupting transcripts</p> <p>Teachers will update individual student course requirements worksheets quarterly</p>	<p>Students will work with Check and Connect teachers to develop and implement Intervention plans within five days of a student being marked unsatisfactory</p> <p>Intervention plans created by Check and Connect teachers will be quickly communicated with both students and parents and evaluated monthly.</p> <p>Staff participation in student skyward checks will increase from 8% to 50% by the end of second quarter.</p>	
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