

## School Improvement Plan

**School:** Cross Roads Flex

**Plan Year** 2016-2018

Data Components	Strengths (data trend statements)	Concerns (data trend statements)
<b>Student Achievement</b>	<p>Math I scores were 71.4% (District 39.8)            English II scores were 93.3% (District 70%)            Biology scores were 62.5% (District 61.2%)</p> <p>Combined EOC composite score was 76.3% for the 16-17 school year.</p> <p>Crossroads FLEX's composite score was 16% higher than the district average.            Math I scores were 32% higher than the district.            English II scores were 23% higher than the district.            Biology scores were 1% higher than the district.</p> <p>College &amp; Career Readiness Data            Math I scores show that 42.9% of our students are college &amp; career ready as compared to 25.9% for the district.</p> <p>English II scores show that 80% of our students are college &amp; career ready as compared to 60.5% for the district.</p> <p>Our composite scores show that 55.3% of our students are college &amp; career ready as compared to 50.2% for the district.</p> <p>Majority of students who were proficient on their EOGs scored a Level 4.</p>	<p>We are well below the district average for Biology college and career ready, 37.5% (school) compared to 53.6% (district).</p> <p>Although 99% of students passed their AP course, a very small percentage (26%) passed the AP exam to receive college credit for the course.</p> <p>Students who do not have a pre-defined pursuit struggle the most with online learning and coursework.</p>

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<b>Process Data</b>	<ul style="list-style-type: none"> <li>-Weekly standing meetings help to evaluate current program procedures and processes;</li> <li>-Student, Parent, and staff handbooks have been created and distributed to 100% of students, parents and staff to foster culture and continuity;</li> <li>-100% of students and staff completed learner profiles to determine best practices for approach, conversations, and areas of strengths and needs;</li> <li>-Progress reports are shared with parents and content specialists weekly to offer a faster response to intervention;</li> <li>-80% of Blended learning courses integrate the 4Cs (Creativity, Critical Thinking, Collaboration, Communication) more effectively than solely online courses;</li> </ul>	<ul style="list-style-type: none"> <li>-Less than 50% of Learner profiles are reviewed periodically for fidelity of use;</li> <li>-Due to the various methods of blended learning model on site, some continuity with expectations regarding instruction and expectations are needed;</li> </ul>
<b>Staff and Student Demographics</b>	<p>75 Students were enrolled at Crossroads FLEX during the 2016-2017 school year.</p> <p>Grade 9: 16 Grade 10: 17 Grade 11: 22 Grade 12: 20</p> <p>Male: 27 Female: 48</p> <p>65% White 7% Black 5% Asian 13% Hispanic 7% Multi-Racial 3% Other</p>	<p>Our goal is to have 100 students or more enrolled at Crossroads FLEX during the 2017-2018 school year.</p>

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Data Components	Strengths (data trend statements)	Concerns (data trend statements)
Perception	<p>According to the 16-17 WCPSS Teacher Survey:</p> <ul style="list-style-type: none"> <li>• 80% of teachers agree they are allowed to focus on educating students with minimal interruptions;</li> <li>• 100% of faculty feel they work in a school environment that is safe</li> <li>• 80% of faculty feel there is an atmosphere of trust and mutual respect in this school</li> <li>• 80% of faculty feel that overall their school is a good place to work and learn</li> </ul> <p>According to the 16-17 WCPSS 9th Grade Student Survey:</p> <ul style="list-style-type: none"> <li>• 80% Overall adults at my school treat students fairly</li> <li>• 100% My school teachers care about students</li> <li>• 100% My teachers are there for me when I need them</li> <li>• 100% I feel safe at school</li> <li>• 100% Most teachers at my school are interested in me as a person not just as a student.</li> <li>• 87% Feel school is important for achieving my future goals</li> </ul>	<p>According to the WCPSS 9th Grade Student Survey:</p> <ul style="list-style-type: none"> <li>• 60% of students disagree that most of what is important to know you can learn in school;</li> <li>• 67% of 9<sup>th</sup> grade students stated they have difficulty maintaining projects that take more than a few months to complete;</li> <li>• 20% feel that setbacks discourage them. They do not bounce back well from disappointments faster than most people.</li> </ul> <p>Some families want to apply to Crossroads FLEX to avoid a large school environment or because a student may not like going to school.</p> <p>10% of students were not engaged in the program (completing required seat time, seeking assistance from on-site teachers, engaging in the coursework) and were less successful in their courses as a result.</p>

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
<p>We are well below the district average for Biology college and career ready, 37.5% (school) compared to 53.6% (district).</p>	<ul style="list-style-type: none"> <li>-Students' lack of willingness or knowledge about how to engage in the school setting;</li> <li>-A tighter process is needed to address where students should be, when and how while on site;</li> <li>-Students need the soft skills of how to be engaged and seek out assistance rather than force them to go to a specific area because they are not doing what they should be doing;</li> <li>-In an environment that seems isolating how can we increase student comfort level on site;</li> <li>-Students are not taking notes effectively and efficiently;</li> <li>-Students have difficulty learning how to engage with online classes;</li> <li>-NCVPS is more of a completion model;</li> </ul>	<ul style="list-style-type: none"> <li>-Dig deeper into social/emotional learning for students;</li> <li>-Pair up students to mentor students who may need assistance;</li> <li>-Increase student metacognition for learning and the importance of reworking assignments;</li> <li>-PD in project based learning models to increase quality over quantity of assignments;</li> <li>-Collaborate with NCVPS to integrate project based learning/real world connections in their online modules;</li> <li>-Review courses and coursework for alignment with standards;</li> </ul>

Priority Concerns/Problem Statement	Root Causes/Hypothesis (ICEL)	Solutions (evidence based)
Although 99% of students passed their AP course, a very small percentage passed the AP exam with a 4 or 5 to receive college credit for the course.	<ul style="list-style-type: none"> <li>-Students aren't using onsite teachers as a touchstone resource;</li> <li>-Students often feel core courses are of greater priority than being successful in elective courses;</li> <li>-Students get behind in subjects and then google answers/skip notes/only take exams, not retaining information;</li> <li>-Lack of critical thinking and rigor in some online coursework;</li> <li>-Students often do not respond to teacher feedback nor take advantage of ability to resubmit assignments;</li> <li>-If students get too behind in their coursework they lose motivation;</li> <li>-Students not seeking assistance when necessary;</li> <li>-Students not setting aside appropriate time away from school to dedicate to coursework;</li> <li>-NCVPS is more of a completion model;</li> </ul>	<ul style="list-style-type: none"> <li>-Offer study skills sessions to students;</li> <li>-Implement monthly grade level meetings to discuss a variety of topics, reminders, and skills;</li> <li>-Assist students in setting realistic goals and expectations for course work completion;</li> </ul>

**Data Summary**

Describe your conclusions

Based on data and possible root causes, it is apparent that Crossroads FLEX is still in the process of creating its culture. The staff needs to focus on creating an environment that is inclusive, collaborative and engaging for all students. Students need strategies and skills to be more engaged in the setting at Crossroads FLEX. Due to the time students are on site, it is essential that students' social and emotional needs continue to be addressed and met.

**School Improvement Plan****Membership of School Improvement Team**

<b>School:</b>	Cross Roads Flex
<b>Plan Year</b>	2016-2018
<b>Principal:</b>	Keith Richardson
<b>Date:</b>	Sep - 2016

**SIP Team Members**

	<b>Name</b>	<b>School Based Job Title</b>
1	Alex Kaulfuss	Teacher
2	Joy Croom	Parent
3	Kasey Turcol	Teacher
4	Keith Lindsay	School Improvement Chair
5	Nartarshia Sharpe	Other
6	Rhonda Lusher	Teacher

## School Improvement Plan

### Mission, Vision and Value Statements

<b>School:</b>	Cross Roads Flex
<b>Plan Year</b>	2016-2018
<b>Date:</b>	Jul - 2017

#### Mission Statement

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

#### Vision Statement

As the Premier flexible education experience, Crossroads FLEX will guide and graduate students whose individual pursuits empower them to emblazon change upon the world.

#### Core Beliefs

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
- The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
- The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
- The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

#### Value Statement

Independent of learner characteristics, students will have the freedom to follow their pursuits with equal access to curriculum.  
 We create and support a learning community in which diversity is celebrated and students are prepared to be effective citizens.  
 Through self-advocacy and resiliency, students will pursue outside interests and engender meaningful changes throughout their lives.  
 Commitment to their education will empower students to lead full, productive lives and equip them to compete effectively in a global society.

<b>School Goal</b>		
By June 2018, Crossroads FLEX will increase the promotion, proficiency, and graduation rates of all student subgroups across all subject-areas in order to achieve the school-wide goal of 95% on-time graduation.		
<b>Goal Manager</b>	<b>Strategic Objective</b>	<b>State Board of Education Goal</b>
Keith Lindsay	Learning and Teaching	Globally Competitive Students
<b>Resources</b>		
-District Personnel -PLTs -Weekly standing meetings -Professional Development -Variety of digital tools/resources		

<b>Key Process</b>
<b>1.</b> Using the TIPS process, PLTs will monitor students' weekly progress in courses and discuss any student concerns during weekly PLT/standing meetings.
<b>Tier</b>
Tier 1 / Core Instruction
<b>Process Manager</b>
Keith Lindsay
<b>Measurable Process Check(s)</b>
-The school improvement team will review weekly progress reports and corresponding data sheets each quarter for fidelity; -Administration will review PLT minutes quarterly to check for implementation of action plans and student interventions; -Administration will review formal and informal observation data to check for fidelity of small group sessions each semester;

<b>Action Step(s)</b>
<b>1.</b> Add weekly PLT/standing meetings to master calendar.
<b>Timeline</b> From 7/2017 To 8/2017
<b>2.</b> Academic coaches input student status in courses weekly
<b>Timeline</b> From 8/2017 To 6/2018
<b>3.</b> Content specialists will meet with students based on progress reports to offer assistance and strategies.
<b>Timeline</b> From 8/2017 To 6/2018



4. Content specialists will follow up with students with academic concerns 3 weeks following initial meeting to determine effectiveness of suggested strategies.

**Timeline** From 8/2017 To 6/2018

5. Content specialist and PLT will create action plan for student if progress after 3 weeks has not improved. Content specialist will follow up with the student and parents.

**Timeline** From 8/2017 To 6/2018

7. Based on 16-17 academic data, schedule small group sessions for core classes containing passing rate of less than 75%

**Timeline** From 10/2017 To 6/2018

### Key Process

2. Conduct monthly, student grade level meetings to share research based strategies for program success.

#### Tier

Tier 1 / Core Instruction

#### Process Manager

Nartarshia Sharpe

#### Measurable Process Check(s)

- SIP team will review student surveys monthly to determine effectiveness of monthly meetings;
- Benchmark data will be reviewed quarterly to analyze effectiveness/impact of monthly meetings;
- Review staff surveys per semester to determine continual needs for professional development;

### Action Step(s)

1. Schedule grade level meetings for 2017-2018 school year.

**Timeline** From 7/2017 To 7/2017

2. Discuss and create list of skills and best practices beneficial for students (ex: organizational tools; responding to teacher feedback; helpful digital tools; google drive; etc.)

**Timeline** From 7/2017 To 9/2017

3. Create and collect survey data on effectiveness of grade level meetings.

**Timeline** From 8/2017 To 6/2018

4. Meet with students who may miss a monthly meeting or whose schedules do not permit them to attend the meetings.

**School Improvement Plan****Summary of Goals, Key Processes and Action Steps**

**School:** Cross Roads Flex  
**Plan Year** 2016-2018  
**LEA:** Wake County (920)

**Timeline** From 9/2017 To 6/2018

5. Archive presentation materials digitally

**Timeline** From 8/2017 To 6/2018

6. Staff members will participate in Professional Development that focuses on Project Based Learning; Alignment with Standards, In Depth Canvas Training.

**Timeline** From 9/2017 To 5/2018

**School Improvement Plan****Waiver Request****School:** Cross Roads Flex**Plan Year** 2016-2018

<b>Date</b>	Jul - 2017
<b>Waiver Requested</b>	
N/A	
<b>How will this waiver impact school improvement?</b>	
N/A	
<b>Please indicate the type of waiver:</b>	Local
<b>Please indicate the policy to be waived</b>	N/A

**School Improvement Plan****Summary Sheet of Professional Development Activities**

<b>School:</b>	Cross Roads Flex
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

**Development Activities for**

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
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## School Improvement Plan

### Summary Sheet of Professional Development Activities

<b>School:</b>	Cross Roads Flex
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

### Development Activities for

<b>Topic:</b>	<b>Participants:</b>	<b>Goal Supported:</b>
Project Based Learning	Teachers	By June 2018, Crossroads FLEX will increase the promotion, proficiency, and graduation rates of all student subgroups across all subject-areas in order to achieve the school-wide goal of 95% on-time graduation.
Canvas (In-Depth) Training	Teachers	By June 2018, Crossroads FLEX will increase the promotion, proficiency, and graduation rates of all student subgroups across all subject-areas in order to achieve the school-wide goal of 95% on-time graduation.
Social Emotional Learning	All	By June 2018, Crossroads FLEX will increase the promotion, proficiency, and graduation rates of all student subgroups across all subject-areas in order to achieve the school-wide goal of 95% on-time graduation.
Course alignment with the Standards	All	By June 2018, Crossroads FLEX will increase the promotion, proficiency, and graduation rates of all student subgroups across all subject-areas in order to achieve the school-wide goal of 95% on-time graduation.

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Cross Roads Flex
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2016-2017

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>			
<b>Intervention Structure</b>			
<b>Instruction</b>			
<b>Assessment and Progress Monitoring</b>			
<b>Curriculum/Resources</b>			

## School Improvement Plan

### Intervention Planning Matrix

<b>School:</b>	Cross Roads Flex
<b>Plan Year</b>	2016-2018
<b>School Year:</b>	2017-2018

	Reading	Math	Behavior
<b>Data Decision Process for Entry and Exit</b>	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data
<b>Intervention Structure</b>	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data
<b>Instruction</b>	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data
<b>Assessment and Progress Monitoring</b>	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data
<b>Curriculum/Resources</b>	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data	Will be completed pending EOY 16-17 and BOY 17-18 data