



Crossroads Charter High School

Mission, Vision, and Beliefs

Mission

The mission of Crossroads Charter High School is to serve as a lighthouse for students, parents, and community by providing educational solutions and innovative teaching techniques in an effort to achieve excellence for all students.

Vision

To prepare all students with the skills and expertise necessary to reach their aptitude in the world community through high expectations of scholarly achievement, various educational prospects, and community involvement in a safe and positive environment.

Beliefs

- All students can succeed regardless of previous negative experiences and behavior when given the opportunity to have strong and meaningful instruction, profound academic experiences, and involvement in activities.
- All students can thrive in a safe and nurturing environment.
- Students' success is enhanced when the school, parents, and community work together as partners.
- Students evolve when parents, school, and all students share accountability.

Crossroads Charter High School is located in the heart of the business section on North Tryon Street. The new transportation rail system is currently being built behind the school. We serve two hundred plus students and their families in their pursuit to find education and training for students who have had battles in the community as well as schools located in Charlotte- Mecklenburg.

Currently, our student population is comprised of ninety-eight percent black/ African- American and two percent Hispanic. We have a diverse staff of educators who teach our students; seventy -five percent Black/ African, sixteen percent Middle eastern, and eight percent Caucasian.

Incoming freshman are required to attend the Summer Academy. The academy is designed to support student to identify their strengths and weaknesses in core subjects. We utilize the MAP test, Study Island, online classes, as well Direct Instruction to facilitate students to create Education Focus plans.

Crossroads has block scheduling with instruction that last for ninety minutes. Our teacher to student ratio is 15:1. We have an after school tutoring program to assist students in math, English, history, and science.

We support some our special needs students using the inclusion model and assign a paraprofessional to improve their performance in all subjects.

Crossroads students participate in extra-curricular activities such as basketball, chess, cheerleading, student government, and a mentoring program designed to help them academically and socially.

Teachers	Subject
Gayle Arrington	Academic Director- Special Education
Denise Barnes	English I, II
Carla Burton	Spanish I
Elijah Dunbar	Civics/ American History
Reem Eddin	Math III, IV
Kedra Keith	Computers/ Business
Mansour Mansour	Biology/ Physical Science
Helena Roberts	English III, IV
Jeremy Russell	Exceptional Children
John Yankech	Earth Science/ Biomedical Program
Regina Moore	Test Coordinator
Benjamin Shackle ford	World History, American History
Garnell Murray, Sr.	Math I

Planning Process – Year I

Timeline	Activities	Responsible person/Persons
September	Parent Surveys, Assemble student profiles, collect student work for class profiles	Principal, All staff
October	Analysis of parent survey, Create school profile.	Principal, Staff
November/December	Analyze special needs students to form Inclusion plan. Collect student work for class profiles. Analyze report cards. Establish curriculum delivery.	Principal, Staff, Planning Team
January	Establish school environment and parental involvement priorities.	Planning Team
February/ March	Establish goals, performance targets, areas of focus, strategies, and indicators of success.	Team, Staff, parents, students
April	Revise plan and present draft to students, parents, staff, and board. Finalize the plan	Team, Staff, Parents
May	Publish and advertise plan.	Principal, School/Staff, Parents, Students, and Board/ Council

Year II – First Year of Implementation

Year III- Implementation Continues

Goal: To raise the overall level of student performance in English II on the state assessment.

Performance Target: By the end of year 3 (second year of implementation) 60% of the students who are achieving at level 2 in English II will be achieving at level 3.

Focus: Valuation and Evaluation

Strategies:

- Rubrics based on N. C. Standards (Designed or Use)
- Criteria for Success used to described the knowledge and skills students should display in mechanics and writing.
 - a. Teachers create an end of semester assessment
 - b. Rubrics for each task
 - c. Teachers grade assessments together to determine proficiency
 - d. Copies of rubrics given to students and parents
 - e. Students assess their own work
 - f. Teachers model how to assess work
 - g. Students work together in pairs or trios to assess each other's work
 - h. Open House for curriculum
 - i. Teachers allow students to lead parent conferences to explain performance and progress in class.

Indicators for Success

- Assignments created by teachers and students
- Task specific rubrics are created
- Students samples are selected
- All rubrics are copied and provided to parents and students.
- Students are able to assign the proper marks and provide comments to support the assessment.
- Students are able to make proper corrections using the rubric as a guide.
- Open House held and parents understand and approve of rubrics because they know what to look for.

Timeline

- Year 2 term 1, 2, 3
- Year 3 term 1
- Year 3 term 1,2, 3
- Year 3

Responsibility

- Teachers and Administration
- English teachers and Committee
- Students, Teachers, and Parents

Status Update

- Year 2 Monthly staff meetings
- Year 2 Monthly Subject area meetings
- Year 2- December, March, June

Goal: To increase positive student behavior.

Performance Target:

1. By the end of year 3 (the second year of implementation), there will be a 40% reduction in number of reports of in subordination in all the classrooms.
2. By the end of year 3 (the second year of implementation), there will be a 50% reduction in number of reports behavior infraction in the classrooms.

Focus: Code of Conduct

Strategies: Form a committee that consist of the principal, teachers, students, parents, and board members to formulate a code of conduct for Crossroads as follows:

- Committee will research Code of Conduct from various school districts.
- Committee will create a Code of Conduct to be implement at Crossroads.
- Committee will develop a Behavior Log Violations to gather infractions data.
- Parents will receive the code from the school with a tear -off sheet for parents and students to return.
- Open house with students and parent will occur to introduce the Code of Conduct to students and families.
- The Code of Conduct will be posted in the classrooms as well as the bulletin boards in the building.
- Administration and staff will review infraction log data monthly.
- Code will be implemented and enforce it.

Indicators for Success

- Literature reviewed, teachers, Guidance counselor, Specialist
- Discipline Code launched
- Log initiated and maintained
- 80-90% of parents return tear off sheet indicating receiving code
- Open House held; sign-in sheets submitted
- Posters in the hallway bulletin boards and classrooms
- Monthly Faculty meeting and agenda that information provided
- Bi-monthly subject meeting and agenda that information provided
- Discipline code implementation begins
- 30% decrease in behavior infractions
- 40% percent of repeated offenders decreased

Timeline

Year 2

Year term 2

Year 2 term 2

Year2 term 2

Year 2 ongoing

Year 2 term 3

Indicator of success: By end of year 3

Responsibility

Administrator, teachers, students, parents, board

Administration, committee

Administration, committee

Administration, Board

Administrator, teachers

Teachers

Administration,

Administrator, teachers, students, parents,

Status Update:

Year 2, December, March, and June

Year 2, December, March, and June

Year 2, December, March, and June

Year 2, December, March, and June

Year 2, December, March, and June

Year 2, December, March, and June

Year 3, December, March, and June

Goal: To help support parents with graduation requirements

Performance Target:

1. By the end of year 2 (first year of implementation) 90% of parents will know the North Carolina graduation requirements for each grade level.
2. By the end of year 3(second year of implementation) 90% of the parents will know the courses and credits needed for their child to graduate from high school.

Focus: Develop and implement Project Graduation.

Strategies: A committee of students, parents, Academic advisor, teachers, and administrator will review The North Carolina High School Graduation Requirements document.

The committee will develop Project Graduation for Crossroads Charter High School that include the following elements:

- A definition of graduation
- A rationale for why we need Project Graduation
- Develop grade level guidelines on how many credits students need at the end of freshman year to become a sophomore, junior, and senior
- Outline of students, teachers, and parents' responsibilities for Project Graduation
- Display requirements on bulletin boards in all hallways
- Create posters for each classroom to display graduation requirement

School will implement graduation Project.

School will establish and create a graduation booklet for each student.

- Each student will receive a booklet with their recorded credits and course work and parents will be advised about the booklet and its purpose
- General information about what the role parents' play to ensure students are on track.
- Open House on graduation requirements for parents and students.
- Three annual meetings to check credit status.
- Correspondences sent to parents about students' credit status.

Indicators of Success:

Guidelines

Committee formed

Guidelines for Project Graduation are developed

Open House /Assembly for Project Graduation

Outlines for all stakeholders' responsibilities developed and distributed

Bulletin boards created in the school

Graduation poster created and displayed in all classrooms

Graduation booklets created and distributed to all students

Meetings with mentors/ counselor occurs to check credit status students receive credit printout

Timeline

Year 2, term 1

Year 2 term 2

Year 2 term 3

Year 3 (ongoing)

By the end of year three

Year 3 (ongoing)

Responsibility

Students, parents, teachers, Academic Advisor, Administrator

Teachers, Academic Advisor, Students

Teachers, Students

Students, parents, teachers, Academic Advisor, Administrator

Students, Administrator

Students, teachers

Students, parents, teachers

Status Update

Year 2 December, March, June

Year 2 December, March, June

Year 2 December, March, June

Year 3 December, March, June

Year 3 December, March, June

