

School District of Osceola County, FL

# Four Corners Charter School



2016-17 Schoolwide Improvement Plan

## Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

<https://www.fourcornerscharter.org>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	69%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	A*	A	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

N/A

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Four Corners Charter School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Four Corners Charter School will provide students with the necessary tools and skills needed to develop superior levels of achievement. We will strive for academic, social and physical excellence by providing a quality and challenging curriculum. We will promote positive moral and social values, foster an atmosphere of self-discipline in a safe learning environment, and maximize individual productivity to meet the needs of a changing global society. Four Corners Charter School students will be able to maximize their potential for successfully actualizing their goals with confidence and intrinsic motivation, thereby enabling each student to become a lifelong learner and strong functional contributor to their local community as well as their global community.

##### b. Provide the school's vision statement.

To have an innovative hands-on environment where all children can learn, want to learn, and experience success.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

FCCS has morning meetings in the elementary school. During these meeting sessions, discussions and activities are conducted around character, discipline, academics, and social skills. The goals of these meetings are to build relationships and foster a respectful culture within our school family.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

FCCS participates in the Osceola County Stop Bullying program. Information is provided to our school for teachers, students, parents, and stakeholders that explains the importance of a safe school environment. We also bring in a representative from the Osceola County Sheriff's Department to conduct assemblies on Cyberbullying and Bullying in general. This program is monitored throughout the year to ensure implementation with fidelity.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Responsive Classroom will be instituted in our elementary school. This program streamlines the discipline process and allow students to actively participate in the behavioral process. This encourages ownership for undesired behaviors and alternatives to navigate through different emotions. Positive reinforcement and reflection techniques are emphasized with logical consequences. Teacher are taught how to use appropriate language with students to diffuse potentially volatile situations. Training was provided on both programs to our faculty during our returning teacher orientation. The Osceola County behavioral matrix is followed for all referrals if needed.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Responsive Classroom has a social-emotional component embedded within the program. Groups are conducted around various social-emotional issues as the need arises. Our student services coordinator has partnered with different organizations to assist families in transition or those in need of basic necessities. We also have peer mediation to provide students with various social-emotional perspectives.

**3. Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

FCCS uses Powerschool to track attendance. We receive a monthly update through the Osceola County system in regards to our attendance percentage. Administration monitors appropriate attendance trends. Unsatisfactory trends prompt a call and a letter home to the parents to enlighten them on the expectations of attendance and its association with academic achievement. Individual behavior plans are set up with students that receive a suspension. Goals and incentives are put in place to improve behavior. School Data is reviewed and all level 1 students receive appropriate academic remediation to close the learning gaps via computer-based learning or intensive instruction.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	2	2	0	3	2	0	0	0	0	0	0	0	12
One or more suspensions	1	1	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	7	8	2	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	28	41	40	0	0	0	0	0	0	0	109

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	1	0	1	0	0	0	0	0	0	0	3

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The intervention Strategies we use are:

-Computer- Based Remediation using Think Through Math, Reading Plus, Voyager, Lexia Core 5 and Plato.

Supplemental program use in the elementary.

-Schoolwide needs based tutoring

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Our goal is to increase our parental involvement by 30 % this year.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

The school leadership team, along with the school volunteer coordinator and business partner liaison work together to build partnerships with stakeholders outside of the school. The business partner liaison has added new business partners who have graciously donated time, instructional supplies and student incentives to motivate and reward student achievement. Community members and business partners are invited to these events to see the amazing things taking place at Four Corners Charter School. It also provides local businesses the opportunity to share their information with parents and other community members.

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thompson, Denise	Principal

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Baseline Data: NWEA Benchmark testing, FAIR, and FSA are used for Reading, Mathematics, Science and Writing. A Functional Behavior Assessment is conducted through observation. Data, which includes frequency;duration; and on-task behavior is collected if there is a behavior concern.

Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing.

Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors.

Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continous tracking of behavior or referral for testing.

End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP



**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The team will focus and be centered around reviewing data and problem solving to accurately make decisions for at risk students. Team will meet weekly to collaborate on instructional resources, share what worked for them, and decide on the next approach in each individual student plan for success. This will ensure consensus and create a cohesive MTSS/RTI Leadership Team.

We follow the Osceola County School District guidelines for "Free and Reduced Lunch." As of 2013, we provide free breakfast for all students, as mandated by the school district. Cafeteria is managed by Osceola County School District. Our manager facilitates grade level nutritionally outlined activities which stress the importance of a healthy and balanced diet.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Denise Thompson	Principal
Joe Childers	Education Support Employee
Tione Kalafian	Parent
Mick Kalafian	Business/Community
Chiara Haynes	Teacher
	Student

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### a. Evaluation of last year's school improvement plan

The 2015-2016 SIP for Four Corners Charter School identified areas of focus for the school year. The teachers and staff worked tirelessly to follow the action plan set forth in the SIP. FCCS expanded from a K-8 with 1070 students to a K-5 with the same number of students. This created an influx of new students as well as teacher shortages in critical areas. In the end, Four Corners received the 5 Star School Award. The overall school grade went down from an A to a C for the 2015-2016 school year.

#### b. Development of this school improvement plan

SAC assists the principal with the school's annual budget, improves the expenditure of school improvement funds, advertises the final draft of the SIP, supports school improvement implementation, collects and analyzes information about the community/school, receives public input regarding needs of the school, provides school with ongoing reviews of the progress, adheres to the Sunshine Law, decides jointly with the staff how the "A" money is distributed, and reviews relevant data to identify problem areas.

#### c. Preparation of the school's annual budget and plan

The school's annual budget is created by the Charter Schools USA finance team. The budget is then reviewed with the principal. Adjustments are made according to the needs of the school for the upcoming year. The budget is presented to the Four Corners Charter School Board of Directors for approval.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

No funds generated.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Thompson, Denise	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT is continuing the implementation of the Wonders Curriculum for grades 3 through 5. The LLT is also focused on implementation of the online programs Reading Plus and Lexia Core 5. These adaptive programs work to meet the needs of the students on an individualized level. They provides pretests and post-tests to effectively gauge student success. Students will be given reading materials based on their initial grade level report from the pretest. The content selections will be based on the interest of the students. Also, the reading coach will be focused on effectively monitoring reading fluency to help increase reading comprehension. Finally, the LLT will be monitoring the schoolwide reading challenge, and ensure that we meet 100% participation.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Culture is a key component at Four Corners Charter School. The school leadership teams works hand in hand with the teachers and other staff members to express the importance of collaborative planning and instruction. The foundation of this cultural drive is that the staff members at Four Corners Charter School know that student success is the ultimate goal, and the only way to achieve this goal is to work collaboratively. Elementary teachers implement team lesson planning, where the teachers bounce ideas off one another in order to create the most effective plan of action. Each teacher has their own area of expertise, and the school leadership team empowers teachers to take leadership roles in said areas. These teacher leaders help drive the collaborative environment throughout the school.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

We collaborate with our HR department and hold various hiring fairs to determine highly qualified status. We also have partnerships with universities in proximity to the school. Students interns are paired with teachers who have completed a Clinical Educator's training course. Effective teachers receive additional compensation for their performance. Our Recruitment team and Talent and Acquisition department are responsible for recruitment. The principal is the person responsible for retaining teachers.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Our mentoring program was developed to provide assistance and clarification with:

- classroom management ideas
- lesson planning questions
- powerschool or gradebook help
- data analysis questions
- examples of how to use Benchmark/FAIR/ or any Assessment scores effectively in the classroom
- megabinder questions
- school procedures and protocol questions
- basically helping out in anyway possible

Mentors and Mentees were paired based on grade level and subject area expertise.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Thorough background research is conducted before any instructional program is implemented in the school. The leadership team studies the new materials to ensure that they are not only correctly aligned to the Florida Standards, but also aligned to grade level and subject-area test specifications, promote differentiation and collaborative learning, and meet the requirements of the school's technology directive. Team members are selected to sample new materials or programs before full school implementation. Data is then compiled, and results are compared to see if the program is effectively improving student achievement.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Every academic decision made in the school is based on data. Previous year end of year assessment data is used to create class schedules for the upcoming year. This data dictates whether or not students need intensive instruction. This data is also used to create Personal Learning Plans and academic goals for the students. Throughout the year, benchmark data is collected to ensure that students are progressing towards their own goals. If not, students are pulled for additional interventions to ensure that they are both on grade level, and progressing towards their individual goals. Finally, data is compiled in each classroom for each unit of instruction. Teachers pre-assess their students to see their needs, and fit their instruction to meet these needs. As instruction continues, teachers use formative assessments to gauge whether or not the class is grasping the

content. If so, they will move on to the next area of instruction. If not, the teacher will reteach the material in a adjusted manner to meet the needs of the students.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 2,160

After school detention will be turned into an academic improvement time. Students who receive a detention will receive specific instruction and additional work based on their areas of weakness, which are determined by the teacher grade book or benchmark testing. Students who are academically successful will receive enrichment in core areas that will focus on higher order thinking skills and utilize online programs such as Reading Plus, Think Through Math, and Plato.

**Strategy Rationale**

The rationale behind this strategy is to use every academic minute possible. Used in this manner, detention becomes a solution to a disciplinary situation, as well as extended learning time.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Denise, dthompson@fourcornerscharter.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student grade books will be monitored to gauge mastery levels, and benchmark data will be pulled to ensure that the additional content is improving their academic success.

**Strategy:** Extended School Day

**Minutes added to school year:** 4,320

Student access to online programs such as Reading Plus, Think Through Math and Lexia Core 5.

**Strategy Rationale**

These programs are adaptive to the needs of the students and are accessible off campus.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Denise, dthompson@fourcornerscharter.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Usage reports, completion rates and growth reports.

**Strategy: Summer Program**

**Minutes added to school year: 7,200**

3rd Grade students who do not show proficiency in the 3rd grade end of year assessment will be offered summer school in order to be promoted to 4th grade. The six week intensive program covers the 3rd grade reading standards in a differentiated manner to meet the needs of the students.

**Strategy Rationale**

This strategy is implemented in order to determine which students are capable of being promoted to 4th grade, and which students would benefit academically by repeating the 3rd grade.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Denise, dthompson@fourcornerscharter.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

At the end of the session, students will take the Stanford 10 Reading Assessment to determine whether or not they will be promoted to the 4th grade.

**Strategy: Extended School Day**

**Minutes added to school year: 180,000**

Students are offered after-school tutoring that will be catered to meet the individual needs of each of the attendees.

**Strategy Rationale**

This strategy allows teachers to work in small environments with students that need additional support in a specific area of instruction, without jeopardizing the amount of instructional minutes in a regular school day.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Denise, dthompson@fourcornerscharter.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teacher made assessment data, as well as benchmark assessments and end of year will determine the effectiveness of the tutoring program.

**Strategy: Weekend Program**

**Minutes added to school year: 720**

Writing camps will be held each Saturday, beginning in January, and ending after the Florida writing assessment. Lessons are differentiated to meet the specific needs of the attendees.

***Strategy Rationale***

With increased rigor and grade level participation in this year's assessments, it is critical that additional instructional time is created to ensure that the students are effectively prepared to be successful.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Thompson, Denise, [dthompson@fourcornerscharter.org](mailto:dthompson@fourcornerscharter.org)

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Teachers use formative writing assessments to gauge overall progress of mastery of the writing curriculum.

**Strategy: Weekend Program**

**Minutes added to school year: 1,920**

5th Grade teachers hold a Science Camp every Saturday beginning in January. The camp held for two hours each Saturday. Students participate in lab activities, and other science areas in order to increase mastery of the content for the FCAT.

**Strategy Rationale**

Science is a critical component in preparation for students to be successful in adulthood. Therefore, additional instructional time is critical in ensuring that students are not only prepared to be successful on FCAT, but to ensure that they are effectively prepared to participate in a technology-based society.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Denise, dthompson@fourcornerscharter.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students are given regular formative assessments by the 5th grade teachers to gauge progress throughout the entirety of the science camp. In the end, the FCAT Science scores determine if students achieved their goals.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Students are acclimated to behavior modification, classroom structure, and socialization with peers. This is accomplished through center based activities, peer interaction, and classroom behavior model.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness.
- G2.** Students learning gains will increase in both ELA and Math.
- G3.** All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.( 200 pages+ one book)
- G4.**
- G5.**

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness. 1a

G085430

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	55.0
Math Lowest 25% Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Parent permission to increase academic minutes in lieu of a special.
- Absences
- Transportation for afterschool tutoring

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Students will have the opportunity for remediation through online resources such as Plato, Think Through Math, Reading Plus, Lexia Core 5.
- Students identified as the lowest 25% are automatically enrolled in Intensive Math, which uses the Triumphs curriculum.
- Student progress is monitored in Personal Learning Plan using multiple data points such as NWEA and common formative assessments.

**Plan to Monitor Progress Toward G1.** 8

Compare test data with absentee records to show that attendance and results are related.

**Person Responsible**

Denise Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books

**G2. Students learning gains will increase in both ELA and Math.** 1a

G085431

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of technology
- Added writing requirements in both ELA and Math

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Think Through Math
- Lexia Core 5
- Reading Plus

**Plan to Monitor Progress Toward G2.** 8

Monitor results from formative assessments.

**Person Responsible**

Denise Thompson

**Schedule**

Triannually, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Compare results from NWEA assessments with usage and completion reports from online programs.

**G3.** All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.(  
200 pages+ one book) 1a

G085432

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of Student Interest in Subject Area

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Various non-fiction and fiction reading material

**Plan to Monitor Progress Toward G3.** 8

Analyze data and monitor growth from formative assessment and benchmark testing.

**Person Responsible**

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Benchmark Results, Formative Assessment Results

**G4.** 1a

G085433

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

- 

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- 

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G5.** 1a

 G085434

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

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**Resources Available to Help Reduce or Eliminate the Barriers** 2

.

**Plan to Monitor Progress Toward G5.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness. **1**

 G085430

**G1.B1** Parent permission to increase academic minutes in lieu of a special. **2**

 B227215

**G1.B1.S1** Provide additional minutes in academic content area of weakness. **4**

 S239731

### Strategy Rationale

Additional research-based and targeted instruction will yield gains.

### Action Step 1 **5**

Provide additional instructional time for students in the lowest 25%.

#### Person Responsible

Denise Thompson

#### Schedule

Daily, from 8/10/2016 to 5/30/2017

#### Evidence of Completion

NWEA, CMA, Standards and Test Specification Trackers

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Ensure student scores are increasing with intensive classes by completing walkthrough observations.

**Person Responsible**

Denise Thompson

**Schedule**

Daily, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

Observation form with feedback

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Ensure scores are increasing due to increased time.

**Person Responsible**

Denise Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/30/2017


***Evidence of Completion***

NWEA, FSA, Formative Assessments

## G1.B2 Absences 2

 B227216

### G1.B2.S1 Provide resources that students can continue to work on when absent. 4

 S239732

#### Strategy Rationale

Allowing students not to fall behind when they are unable to attend school.

#### Action Step 1 5

Provide online resources, such as Plato, Think Through Math, Reading Plus, Lexia Core 5, and Math Seeds.

##### Person Responsible

Denise Thompson

##### Schedule

Daily, from 8/10/2016 to 5/30/2017

##### Evidence of Completion

Data and results from specific web-based program.

#### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure programs are being used in an effective manner.

##### Person Responsible

Denise Thompson

##### Schedule

Weekly, from 8/10/2016 to 5/30/2017

##### Evidence of Completion

Teachers provide documentation through lesson plans on proper implementation, and discuss results with students when data is available.



## Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Ensure that student results correspond with formative and benchmark data.

### Person Responsible

Denise Thompson

### Schedule

Monthly, from 8/10/2016 to 5/30/2017


### Evidence of Completion

Compare data from programs with NWEA data to ensure grades correspond with benchmark data.

## G1.B3 Transportation for afterschool tutoring 2

 B227217

### G1.B3.S1 Provide free tutoring based on student needs. 4

 S239733

### Strategy Rationale

Tutoring will be targeted to needs, so it will yield higher results.

## Action Step 1 5

Monitor Attendance patterns, and meet with families to discuss importance of attendance and attendance policy.

### Person Responsible

Denise Thompson

### Schedule

Daily, from 8/17/2015 to 6/3/2016

### Evidence of Completion

Attendance Sheets and PowerSchool

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Administration will meet with families of students with chronic absenteeism, and find ways to ensure that student attendance improves.

**Person Responsible**

Denise Thompson

**Schedule**

On 6/3/2016

***Evidence of Completion***

Signed documentation by parents/guardians that state they will adhere to attendance policy.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Students with attendance plans will be closely monitored to ensure improvement of attendance record.

**Person Responsible**

Denise Thompson

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Daily Attendance

**G2. Students learning gains will increase in both ELA and Math.** 1

 G085431

**G2.B1 Lack of technology** 2

 B227218

**G2.B1.S1 Increase technology availability throughout the school day.** 4

 S239734

**Strategy Rationale**

To ensure that students have opportunities to work in online programs in a structured and monitored school environment.

**Action Step 1** 5

Teachers will track and present usage reports.

**Person Responsible**

Denise Thompson

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Present usage reports at team meetings.

**Action Step 2** 5

Teachers will follow up with students who are not completing the mandatory amount of lessons.

**Person Responsible**

Denise Thompson

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Teachers will track contact with a parent log.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Conduct walkthrough observations to ensure proper implementation.

**Person Responsible**

Denise Thompson

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Specific Feedback through observation tool based on usage data.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Usage reports will be analyzed in data chats to ensure students are putting the correct amount of minutes into the programs.

**Person Responsible**

Denise Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/30/2017


**Evidence of Completion**

Data from programs

**G2.B2** Added writing requirements in both ELA and Math **2**

 B227219

**G2.B2.S1** Ensure that writing strategies are incorporated into math and reading curricula. **4**

 S239735

**Strategy Rationale**

Writing must be incorporated due to the fact that effective writing will be assessed in FSA Reading and Math

**Action Step 1** **5**

Incorporate writing element into math and reading instruction.

**Person Responsible**

Denise Thompson

**Schedule**

Daily, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

Teacher created standards based assessments through Unify.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Walkthrough's and data chats

**Person Responsible**

Denise Thompson

**Schedule**

Biweekly, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

Walkthrough Feedback, standards mastery data, data chats

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

CRT's will provide effective feedback to make improvements on rigorous standards based writing when needed.

**Person Responsible**

Denise Thompson

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

***Evidence of Completion***

Data Chats, formative assessments, FSA Results

**G3.** All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.( 200 pages+ one book) 1

 G085432

**G3.B1** Lack of Student Interest in Subject Area 2

 B227220

**G3.B1.S1** Motivating students to read 50 books through a schoolwide incentive program, and web based programs with incentives 4

 S239736

### Strategy Rationale

Increased reading volume will increase knowledge, use of strategies, and desire for reading.

### Action Step 1 5

Participate in a School -Wide Reading Challenge

#### Person Responsible

Denise Thompson

#### Schedule

Annually, from 8/10/2016 to 5/30/2017

#### Evidence of Completion

Excel spreadsheet filled out by each grade level with amount of books read by the students.

### Action Step 2 5

Effectively implement Reading Plus program

#### Person Responsible

Denise Thompson

#### Schedule

Weekly, from 8/10/2016 to 5/30/2017

#### Evidence of Completion

Data provided from Reading Plus

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Teachers track their own progress, as well as student progress.

**Person Responsible**

Denise Thompson

**Schedule**

Monthly, from 8/10/2016 to 5/30/2017

**Evidence of Completion**

Provide specific feedback through observations and lesson plan template.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers will meet with students who are not participating in reading challenge on methods to increase participation.

**Person Responsible**

Denise Thompson

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017





**Evidence of Completion**

Data Tracking and monitoring with fidelity



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B3.S1.MA1 M318080	Students with attendance plans will be closely monitored to ensure improvement of attendance record.	Thompson, Denise	8/18/2014	Daily Attendance	6/5/2015 daily
G1.B3.S1.MA1 M318081	Administration will meet with families of students with chronic absenteeism, and find ways to...	Thompson, Denise	8/17/2015	Signed documentation by parents/guardians that state they will adhere to attendance policy.	6/3/2016 one-time
G1.B3.S1.A1 A310415	Monitor Attendance patterns, and meet with families to discuss importance of attendance and...	Thompson, Denise	8/17/2015	Attendance Sheets and PowerSchool	6/3/2016 daily
G1.MA1 M318082	Compare test data with absentee records to show that attendance and results are related.	Thompson, Denise	8/10/2016	Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books	5/30/2017 monthly
G2.MA1 M318087	Monitor results from formative assessments.	Thompson, Denise	8/10/2016	Compare results from NWEA assessments with usage and completion reports from online programs.	5/30/2017 triannually
G3.MA1 M318090	Analyze data and monitor growth from formative assessment and benchmark testing.		8/10/2016	Benchmark Results, Formative Assessment Results	5/30/2017 weekly
G1.B1.S1.MA1 M318076	Ensure scores are increasing due to increased time.	Thompson, Denise	8/10/2016	NWEA, FSA, Formative Assessments	5/30/2017 monthly
G1.B1.S1.MA1 M318077	Ensure student scores are increasing with intensive classes by completing walkthrough observations.	Thompson, Denise	8/10/2016	Observation form with feedback	5/30/2017 daily
G1.B1.S1.A1 A310413	Provide additional instructional time for students in the lowest 25%.	Thompson, Denise	8/10/2016	NWEA, CMA, Standards and Test Specification Trackers	5/30/2017 daily
G1.B2.S1.MA1 M318078	Ensure that student results correspond with formative and benchmark data.	Thompson, Denise	8/10/2016	Compare data from programs with NWEA data to ensure grades correspond with benchmark data.	5/30/2017 monthly
G1.B2.S1.MA1 M318079	Ensure programs are being used in an effective manner.	Thompson, Denise	8/10/2016	Teachers provide documentation through lesson plans on proper implementation, and discuss results with students when data is available.	5/30/2017 weekly
G1.B2.S1.A1 A310414	Provide online resources, such as Plato, Think Through Math, Reading Plus, Lexia Core 5, and Math...	Thompson, Denise	8/10/2016	Data and results from specific web-based program.	5/30/2017 daily
G2.B1.S1.MA1 M318083	Usage reports will be analyzed in data chats to ensure students are putting the correct amount of...	Thompson, Denise	8/10/2016	Data from programs	5/30/2017 monthly
G2.B1.S1.MA1 M318084	Conduct walkthrough observations to ensure proper implementation.	Thompson, Denise	8/10/2016	Specific Feedback through observation tool based on usage data.	5/30/2017 weekly
G2.B1.S1.A1 A310416	Teachers will track and present usage reports.	Thompson, Denise	8/10/2016	Present usage reports at team meetings.	5/30/2017 weekly
G2.B1.S1.A2 A310417	Teachers will follow up with students who are not completing the mandatory amount of lessons.	Thompson, Denise	8/10/2016	Teachers will track contact with a parent log.	5/30/2017 weekly
G2.B2.S1.MA1 M318085	CRT's will provide effective feedback to make improvements on rigorous standards based writing when...	Thompson, Denise	8/10/2016	Data Chats, formative assessments, FSA Results	5/30/2017 weekly
G2.B2.S1.MA1 M318086	Walkthrough's and data chats	Thompson, Denise	8/10/2016	Walkthrough Feedback, standards mastery data, data chats	5/30/2017 biweekly
G2.B2.S1.A1 A310418	Incorporate writing element into math and reading instruction.	Thompson, Denise	8/10/2016	Teacher created standards based assessments through Unify.	5/30/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M318088	Teachers will meet with students who are not participating in reading challenge on methods to...	Thompson, Denise	8/10/2016	Data Tracking and monitoring with fidelity	5/30/2017 weekly
G3.B1.S1.MA1  M318089	Teachers track their own progress, as well as student progress.	Thompson, Denise	8/10/2016	Provide specific feedback through observations and lesson plan template.	5/30/2017 monthly
G3.B1.S1.A1  A310419	Participate in a School -Wide Reading Challenge	Thompson, Denise	8/10/2016	Excel spreadsheet filled out by each grade level with amount of books read by the students.	5/30/2017 annually
G3.B1.S1.A2  A310420	Effectively implement Reading Plus program	Thompson, Denise	8/10/2016	Data provided from Reading Plus	5/30/2017 weekly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness.

**G1.B1** Parent permission to increase academic minutes in lieu of a special.

**G1.B1.S1** Provide additional minutes in academic content area of weakness.

### PD Opportunity 1

Provide additional instructional time for students in the lowest 25%.

#### Facilitator

CRT

#### Participants

All Instructional Staff

#### Schedule

Daily, from 8/10/2016 to 5/30/2017

**G1.B2** Absences

**G1.B2.S1** Provide resources that students can continue to work on when absent.

### PD Opportunity 1

Provide online resources, such as Plato, Think Through Math, Reading Plus, Lexia Core 5, and Math Seeds.

#### Facilitator

CRT's

#### Participants

All instructional Staff

#### Schedule

Daily, from 8/10/2016 to 5/30/2017

**G2. Students learning gains will increase in both ELA and Math.**

**G2.B1 Lack of technology**

**G2.B1.S1 Increase technology availability throughout the school day.**

**PD Opportunity 1**

Teachers will track and present usage reports.

**Facilitator**

CRT

**Participants**

All Staff

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

**G2.B2 Added writing requirements in both ELA and Math**

**G2.B2.S1 Ensure that writing strategies are incorporated into math and reading curricula.**

**PD Opportunity 1**

Incorporate writing element into math and reading instruction.

**Facilitator**

CRT

**Participants**

Instructional Staff

**Schedule**

Daily, from 8/10/2016 to 5/30/2017

**G3.** All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.( 200 pages+ one book)

**G3.B1** Lack of Student Interest in Subject Area

**G3.B1.S1** Motivating students to read 50 books through a schoolwide incentive program, and web based programs with incentives

**PD Opportunity 1**

Effectively implement Reading Plus program

**Facilitator**

Reading Plus Representatives

**Participants**

Reading Instructional Staff

**Schedule**

Weekly, from 8/10/2016 to 5/30/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Provide additional instructional time for students in the lowest 25%.				\$0.00
2	G1.B2.S1.A1	Provide online resources, such as Plato, Think Through Math, Reading Plus, Lexia Core 5, and Math Seeds.				\$39,695.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0863 - Four Corners Charter School	General Fund		\$39,695.00
3	G1.B3.S1.A1	Monitor Attendance patterns, and meet with families to discuss importance of attendance and attendance policy.				\$0.00
4	G2.B1.S1.A1	Teachers will track and present usage reports.				\$2,034.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$2,034.00
5	G2.B1.S1.A2	Teachers will follow up with students who are not completing the mandatory amount of lessons.				\$0.00
6	G2.B2.S1.A1	Incorporate writing element into math and reading instruction.				\$0.00
7	G3.B1.S1.A1	Participate in a School -Wide Reading Challenge				\$0.00
8	G3.B1.S1.A2	Effectively implement Reading Plus program				\$0.00
Total:						\$41,729.00