Four Corners Charter High School

2016-17 Schoolwide Improvement Plan

Four Corners Charter High School

9160 BELLA CITTA BLVD, Davenport, FL 33896

http://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)
High School 9-12	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	0%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Osceola County School Board.

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.

Table of Contents

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 High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	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 High 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 High 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.

FCCHS has daily morning meetings called CPR. 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.

FCCHS 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.

Developmental Designs is implemented in our High 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.

Developmental Designs 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.

FCCHS uses Powerschool to track attendance. Administration monitors appropriate attendance trends. Unsatisfactory trends prompt a call and a letter home to the parents to enlighten them on 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 and 2 students receive academic remediation to close the learning gaps via computer-based learning and 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	0	0	0	0	0	0	0	0	0	4	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	46	0	0	0	46

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	0	0	0	0	0	0	0	3	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.

All level 1's and 2's from FSA data are placed in intensive classes. In addition, students are placed into adaptive programs such as Reading Plus, Think Through Math and Prepworks to help assist in closing the instructional gap. Student performance is compared with online program usage and proficiency reports to help track student progress towards their individual goals.

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. § 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 parental involvement by 30%.

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 Middle 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. § 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
Kylie Root	Teacher
Kimberly Linden	Parent
Joe Childers	Education Support Employee
Mick Kalafian	Business/Community

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

This is our first year with a School Improvement Plan.

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, 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 Renaissance Board for
approval.

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

No funds were generated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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 Collections program schoolwide. The LLT is also focused on implementation of the online programs Reading Plus and Lexia. 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 school-wide 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 High 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 High 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: Before School Program

Minutes added to school year: 5,400

Students will have access to use online programs prior to the school day.

Strategy Rationale

Not all students have access to the internet at home. This allows students to put in necessary minutes to implement the online programs with fidelity.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thompson, Denise, athompso@osceola.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Usage, growth and proficiency reports from online programs.

Strategy: Extended School Day

Minutes added to school year: 1,200

Teachers will participate in regular professional development.

Strategy Rationale

PD will be catered to the needs of the school as they occur so it will be targeted and current.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Thompson, Denise, athompso@osceola.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monitor implementation of strategies presented in PD.

Strategy: Extended School Day
Minutes added to school year: 10,800

After school tutoring will be offered every day.

Strategy Rationale

These additional instructional minutes are necessary to assist in closing the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thompson, Denise, athompso@osceola.k12.fl.us

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

Grade book monitoring, bench mark testing, and standardized test growth.

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. § 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.

The school is developing cohorts for the students to choose that will help develop interest in career options. We are developing relationships with businesses in the technology, tourism, and health and nursing fields to provide hands on opportunities to the students in each of the cohorts.

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

Students will have the opportunity to take technology certification courses so every student can potentially graduate with this field certification.

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

The school now offers three courses that can lead to career and technical certifications: IT Essentials, Digital Design, and Digitial Information and Technology. As the school grows, classes will be offered based on the career cohorts the students choose. Since the school is expanding one grade level at a time, students take ownership in not only choosing the career pathways, but also selecting the specific courses offered at the school.

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.

This school focuses on career readiness by instilling work ethic, responsibility, flexibility and other critical job related skills into every class offered at Four Corners.

II. Needs Assessment

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"Â? 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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Strategies will be implemented to increase Biology pass rate.

G2.   Student learning gains will increase in both ELA and Math.

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. Strategies will be implemented to increase Biology pass rate. 1a

🔑 G085451

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	90.0

Targeted Barriers to Achieving the Goal 3

- Underclassmen not prepared for Biology EOC.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Access to science lab

- Adaptive reading programs to focus on science content

Plan to Monitor Progress Toward G1. 8

Student data will be compared with Biology EOC scores to evaluate effectiveness of scheduling.

Person Responsible

Schedule
On 6/1/2017

Evidence of Completion
Student grade books, benchmark data, EOC scores

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

🔑 G085452

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	60.0
Math Lowest 25% Gains	70.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Frequent Absences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adaptive online programs

Plan to Monitor Progress Toward G2. 8

Data comparison between program data and NWEA/FSA learning gains data.

Person Responsible
Denise Thompson

Schedule
On 6/1/2017

Evidence of Completion
Correlation between program data and benchmark/standardized test data.

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. Strategies will be implemented to increase Biology pass rate. 1

🔑 G085451

G1.B1 Underclassmen not prepared for Biology EOC. 2

🔑 B227259

G1.B1.S1 Use student data a driving force of student scheduling. 4

🔑 S239770

Strategy Rationale

To ensure that students who are placed in biology have the necessary scores to be successful.

Action Step 1 5

Breakdown data of incoming 9th/10th Grade students prior to scheduling.

Person Responsible

Denise Thompson

Schedule

On 7/7/2017

Evidence of Completion

Students who have proficient science and reading scores grouped together.

Action Step 2 5

Schedule students who have proficient and above proficient science and ELA scores into Biology as underclassmen.

Person Responsible

Denise Thompson

Schedule

On 7/7/2016

Evidence of Completion

Student schedules

Action Step 3 `5`

Monitor incoming students to see if they would hit the targets to be successful in Biology as an underclassmen.

Person Responsible

Denise Thompson

Schedule

Every 3 Weeks, from 8/10/2016 to 3/3/2017

Evidence of Completion

Student data for incoming students

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

Administration will analyze student data and schedules to ensure students are scheduled correctly.

Person Responsible

Denise Thompson

Schedule

Quarterly, from 8/1/2016 to 3/3/2017

Evidence of Completion

Incoming data and student schedules.

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

Student progress will be monitored and schedule changes made if needed.

Person Responsible

Denise Thompson

Schedule

Biweekly, from 8/10/2016 to 1/3/2017

Evidence of Completion

Student grade book, standards mastery trackers, benchmark scores

G2. Student learning gains will increase in both ELA and Math. `1`

🔍 G085452

G2.B1 Frequent Absences `2`

🔍 B227261

G2.B1.S1 Students will have access to adaptive online programs. `4`

🔍 S239772

Strategy Rationale

Students will have access to leveled, research based content from home.

Action Step 1 `5`

Purchase and initial training of online adaptive programs.

Person Responsible

Denise Thompson

Schedule

On 8/10/2016

Evidence of Completion

Action Step 2 `5`

Effectively roll out programs to students and parents, including usage expectations, incentives and consequences for non-usage.

Person Responsible

Denise Thompson

Schedule

On 8/10/2016

Evidence of Completion

Students will access each of their assigned adaptive programs to show understanding of expectations.

Action Step 3 `5`

Students will take diagnostic assessments to ensure the program is catered to individual instructional needs.

Person Responsible

Denise Thompson

Schedule

On 8/31/2016

Evidence of Completion

Students will have individual pathways created based on diagnostic.

Action Step 4 `5`

Teachers will monitor usage to ensure students are completing the assigned lessons on a weekly basis.

Person Responsible

Denise Thompson

Schedule

Weekly, from 9/1/2016 to 5/30/2017

Evidence of Completion

Data reports will be analyzed to ensure effective usage.

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

data chats will be held with teachers to ensure they are monitoring usage.

Person Responsible

Denise Thompson

Schedule

Biweekly, from 9/1/2016 to 5/30/2017

Evidence of Completion

Usage reports will be printed and action plans will be created for students who are not completing the correct number of lessons as well as teachers who are not following up with students in regards to usage.

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

student usage and completion data will be compared to NWEA benchmark data and FSA testing data.

Person Responsible

Denise Thompson

Schedule

Quarterly, from 9/1/2016 to 5/30/2017

Evidence of Completion

Student data will be compared with growth and achievement data on NWEA and FSA to ensure the program leads to student gains.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A2 A310472	Schedule students who have proficient and above proficient science and ELA scores into Biology as...	Thompson, Denise	7/7/2016	Student schedules	7/7/2016 one-time
G2.B1.S1.A1 A310474	Purchase and initial training of online adaptive programs.	Thompson, Denise	8/1/2016		8/10/2016 one-time
G2.B1.S1.A2 A310475	Effectively roll out programs to students and parents, including usage expectations, incentives and...	Thompson, Denise	8/10/2016	Students will access each of their assigned adaptive programs to show understanding of expectations.	8/10/2016 one-time
G2.B1.S1.A3 A310476	Students will take diagnostic assessments to ensure the program is catered to individual...	Thompson, Denise	8/10/2016	Students will have individual pathways created based on diagnostic.	8/31/2016 one-time
G1.B1.S1.MA1 M318170	Student progress will be monitored and schedule changes made if needed.	Thompson, Denise	8/10/2016	Student grade book, standards mastery trackers, benchmark scores	1/3/2017 biweekly
G1.B1.S1.MA1 M318171	Administration will analyze student data and schedules to ensure students are scheduled correctly.	Thompson, Denise	8/1/2016	Incoming data and student schedules.	3/3/2017 quarterly
G1.B1.S1.A3 A310473	Monitor incoming students to see if they would hit the targets to be successful in Biology as an...	Thompson, Denise	8/10/2016	Student data for incoming students	3/3/2017 every-3-weeks
G2.B1.S1.MA1 M318173	student usage and completion data will be compared to NWEA benchmark data and FSA testing data.	Thompson, Denise	9/1/2016	Student data will be compared with growth and achievement data on NWEA and FSA to ensure the program leads to student gains.	5/30/2017 quarterly
G2.B1.S1.MA1 M318174	data chats will be held with teachers to ensure they are monitoring usage.	Thompson, Denise	9/1/2016	Usage reports will be printed and action plans will be created for students who are not completing the correct number of lessons as well as teachers who are not following up with students in regards to usage.	5/30/2017 biweekly
G2.B1.S1.A4 A310477	Teachers will monitor usage to ensure students are completing the assigned lessons on a weekly...	Thompson, Denise	9/1/2016	Data reports will be analyzed to ensure effective usage.	5/30/2017 weekly
G1.MA1 M318172	Student data will be compared with Biology EOC scores to evaluate effectiveness of scheduling.		6/1/2017	Student grade books, benchmark data, EOC scores	6/1/2017 one-time
G2.MA1 M318175	Data comparison between program data and NWEA/FSA learning gains data.	Thompson, Denise	6/1/2017	Correlation between program data and benchmark/standardized test data.	6/1/2017 one-time
G1.B1.S1.A1 A310471	Breakdown data of incoming 9th/10th Grade students prior to scheduling.	Thompson, Denise	7/1/2016	Students who have proficient science and reading scores grouped together.	7/7/2017 one-time

V. Professional Development Opportunities

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

G2. Student learning gains will increase in both ELA and Math.

G2.B1 Frequent Absences

G2.B1.S1 Students will have access to adaptive online programs.

PD Opportunity 1

Purchase and initial training of online adaptive programs.

Facilitator

CRT's/Program Facilitators

Participants

Teachers who have access to adaptive programs.

Schedule

On 8/10/2016

Osceola - 0172 - Four Corners Charter High School - 2016-17 SIP

Four Corners Charter High School

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	Breakdown data of incoming 9th/10th Grade students prior to scheduling.				$0.00
2	G1.B1.S1.A2	Schedule students who have proficient and above proficient science and ELA scores into Biology as underclassmen.				$0.00
3	G1.B1.S1.A3	Monitor incoming students to see if they would hit the targets to be successful in Biology as an underclassmen.				$0.00
4	G2.B1.S1.A1	Purchase and initial training of online adaptive programs.				$19,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0172 - Four Corners Charter High School	General Fund		$19,350.00
5	G2.B1.S1.A2	Effectively roll out programs to students and parents, including usage expectations, incentives and consequences for non-usage.				$0.00
6	G2.B1.S1.A3	Students will take diagnostic assessments to ensure the program is catered to individual instructional needs.				$0.00
7	G2.B1.S1.A4	Teachers will monitor usage to ensure students are completing the assigned lessons on a weekly basis.				$0.00
					Total:	$19,350.00

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