Four Corners Charter School

2017-18 Schoolwide Improvement Plan

Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

https://wwwfourcornerscharter.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Four Corners Charter School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	2	3	2	0	3	1	0	0	0	0	0	0	0	11
One or more suspensions	1	1	1	0	3	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	2	8	3	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	23	45	37	0	0	0	0	0	0	0	105

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	7	2	1	0	0	0	0	0	0	0	11

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
Piloting iReady for low 25th percentile.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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

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
Childers, Joe	Assistant 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. Responsible parties: Joe Childers and Denise Thompson

Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing. Responsible Parties: Joe Childers and Denise Thompson
Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors. Responsible Parties: Joe Childers and Denise Thompson

Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continous tracking of behavior or referral for testing. Responsible Parties: Joe Childers and Denise Thompson

End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP Responsible Parties: Joe Childers and Denise Thompson

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
	Parent
kim Linden	Parent
Tammy Smith	Parent
Rachael Walsh	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-2017 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 made great strides towards academic excellence during the 16-17 school year. We earned 53% of the school

grade points, which is a seven percentage point increase. Our math targets were hit overall, yet there is still room for growth, specifically from our 4th grade cohort.

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
Childers, Joe	Assistant Principal
Pisciotta, Barbara	Paraprofessional
Pendergraph, Katrice	School Counselor
Camacho, Shontel	Instructional Coach

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. For example, this school year has already seen the installation of Smart TV's in every classroom. 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: 14,040

Specials teachers will use their day out of the rotation to pull targeted small groups every Wednesday.

Strategy Rationale

This will assist in closing the learning gap by using extra minutes to address students who are below grade level.

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

NWEA RIT growth

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

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.   If bubble students receive additional instructional time, then we should make learning gains on the corresponding FSA.

G2.   If all Level 1 and 2 students receive additional instruction in content areas of weakness, then gains should increase.

G3.   If learning gains increase in ELA and Math, then student growth will move toward proficiency.

G4.   If all students read 50 books to increase vocabulary, comprehension, and reading strategy usage, then reading fsa scores increase.

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. If bubble students receive additional instructional time, then we should make learning gains on the corresponding FSA. `1a`

🔍 G095510

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	61.0

Targeted Barriers to Achieving the Goal `3`

- Student Attendance

- Effective training in targeted instruction

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

- Online adaptive programs

Plan to Monitor Progress Toward G1. `8`

FSA scores will be analysed to evaluate effectiveness.

Person Responsible
Denise Thompson

Schedule
On 6/1/2018

Evidence of Completion
Comparison of FSA learning gain scores for targeted groups.

G2. If all Level 1 and 2 students receive additional instruction in content areas of weakness, then gains should increase. 1a

🔑 G095511

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	61.0
Math Lowest 25% Gains	5.0

Targeted Barriers to Achieving the Goal 3

- Parent permission to increase academic minutes in lieu of a special.

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 G2. 8

Compare test data show that attendance and results are related.

Person Responsible
Denise Thompson

Schedule
Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books

G3. If learning gains increase in ELA and Math, then student growth will move toward proficiency. 1a

🔑 G095512

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Added writing requirements in both ELA and Math

- Teacher and student turnover

Resources Available to Help Reduce or Eliminate the Barriers 2

- Imagine Math

- Lexia Core 5

- Reading Plus

- iReady

Plan to Monitor Progress Toward G3. 8

Monitor results from FSA learning gains data.

Person Responsible
Denise Thompson

Schedule
On 6/1/2018

Evidence of Completion
FSA learning data will be compared to corresponding data from previous year.

G4. If all students read 50 books to increase vocabulary, comprehension, and reading strategy usage, then reading fsa scores increase. 1a

🔑 G095513

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0

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 G4. 8

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

Person Responsible
Denise Thompson

Schedule
Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Benchmark Results, Formative Assessment Results, FSA scores

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. If bubble students receive additional instructional time, then we should make learning gains on the corresponding FSA. 1

🔍 G095510

G1.B1 Student Attendance 2

🔍 B257177

G1.B1.S1 Incentives for low absenteeism. 4

🔍 S272104

Strategy Rationale

Students will me extrinsically motivated to continuously attend school.

Action Step 1 5

Develop awards system for attendance goals.

Person Responsible

Denise Thompson

Schedule

On 8/1/2017

Evidence of Completion

Concrete plan put in place.

Action Step 2 5

Monitor attendance quarterly to see who met attendance goals.

Person Responsible

Michelle Taylor

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Powerschool System

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

Attendance records will be tracked through Powerschool.

Person Responsible

Denise Thompson

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Attendance reports

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

Attendance records will be compared to previous year to ensure adequate progess.

Person Responsible

Denise Thompson

Schedule

Quarterly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Attendance records

G1.B1.S2 Communicate attendance policy and follow-through with non-compliance. 4

🔑 S272105

Strategy Rationale

Parents must be aware of attendance policies and expectations to ensure they are followed.

Action Step 1 5

Families will be notified of school attendance policy upon registration.

Person Responsible

Michelle Taylor

Schedule

Daily, from 7/3/2017 to 5/25/2018

Evidence of Completion

Signature page from the parent handbook signed by the parent

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance records will be evaluated quarterly or as attendance trends arise.

Person Responsible

Denise Thompson

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Attendance records will be monitored, and if negative trends are noticed the families will be notified in writing.

Person Responsible

Michelle Taylor

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance letters

G1.B2 Effective training in targeted instruction `2`

🔑 B257178

G1.B2.S1 Teachers will receive continuous professional development on effective targeted instruction. `4`

🔑 S272106

Strategy Rationale

Data application is critical to meeting the diverse needs of students.

Action Step 1 `5`

Professional Development plan will be put in place.

Person Responsible

Denise Thompson

Schedule

On 8/1/2017

Evidence of Completion

Schedule of PD.

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

Feedback and observations will be used to assess the effectiveness of the PD.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Teacher Feedback and Evaluation Tool

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

Student data will be compiled to monitor learning gains and student growth.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

NWEA Rit Data, Adaptive Program data.

G2. If all Level 1 and 2 students receive additional instruction in content areas of weakness, then gains should increase. 1

🔑 G095511

G2.B1 Parent permission to increase academic minutes in lieu of a special. 2

🔑 B257179

G2.B1.S1 Provide additional minutes in academic content area of weakness. 4

🔑 S272107

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 8/10/2017 to 5/25/2018

Evidence of Completion

NWEA, CMA, Standards and Test Specification Trackers

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

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

Person Responsible

Denise Thompson

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Observation form with feedback

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

Ensure scores are increasing due to increased time.

Person Responsible

Denise Thompson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

NWEA, FSA, Formative Assessments

G3. If learning gains increase in ELA and Math, then student growth will move toward proficiency. `1`
🔑 G095512

G3.B1 Added writing requirements in both ELA and Math `2`
🔑 B257180

G3.B1.S1 Ensure that writing strategies are incorporated into math and reading curricula. `4`
🔑 S272108

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 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher created standards based assessments through Unify.

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

Walkthrough's and data chats

Person Responsible

Denise Thompson

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough Feedback, standards mastery data, data chats

Plan to Monitor Effectiveness of Implementation of G3.B1.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 8/10/2017 to 5/25/2018

Evidence of Completion

Data Chats, formative assessments, FSA Results

G3.B2 Teacher and student turnover 2

🔑 B257181

G3.B2.S1 Create a positive school culture by celebrating success and motivating students and staff to meet goals. 4

🔑 S272109

> ### Strategy Rationale
>
> A positive school culture has a positive correlation with student success.
>
> **Action Step 1** 5
>
> Incentives for meeting school goals for students and staff.
>
> #### Person Responsible
>
> Denise Thompson
>
> #### Schedule
>
> Monthly, from 8/10/2017 to 5/25/2018
>
> #### *Evidence of Completion*
>
> Admin team will monitor progress throughout the year and create monthly goals.
>
> **Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6
>
> Administration will monitor monthly goals.
>
> #### Person Responsible
>
> Denise Thompson
>
> #### Schedule
>
> Monthly, from 8/10/2017 to 5/25/2018
>
> #### *Evidence of Completion*
>
> Evidence will depend on the goal, but examples are Imagine Math and Reading Plus data and NWEA Data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Staff, student, and parent surveys will be distributed and data analyzed.

Person Responsible

Joe Childers

Schedule

Semiannually, from 11/1/2017 to 6/20/2018

Evidence of Completion

Survey data will be analyzed.

G4. If all students read 50 books to increase vocabulary, comprehension, and reading strategy usage, then reading fsa scores increase. `1`

🔍 G095513

G4.B1 Lack of Student Interest in Subject Area `2`

🔍 B257182

G4.B1.S1 Motivating students to read 50 books through a schoolwide incentive program, and web based programs with incentives `4`

🔍 S272110

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 8/10/2017 to 5/25/2018

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 8/10/2017 to 5/25/2018

Evidence of Completion

Data provided from Reading Plus

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

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

Person Responsible

Denise Thompson

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Provide specific feedback through observations and lesson plan template.

Plan to Monitor Effectiveness of Implementation of G4.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 8/10/2017 to 5/25/2018

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
2018					
G1.B1.S1.A1 🔍 A364948	Develop awards system for attendance goals.	Thompson, Denise	8/1/2017	Concrete plan put in place.	8/1/2017 one-time
G1.B2.S1.A1 🔍 A364951	Professional Development plan will be put in place.	Thompson, Denise	8/1/2017	Schedule of PD.	8/1/2017 one-time
G2.MA1 🔍 M390728	Compare test data show that attendance and results are related.	Thompson, Denise	8/10/2017	Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books	5/25/2018 monthly
G4.MA1 🔍 M390736	Analyze data and monitor growth from formative assessment and benchmark testing.	Thompson, Denise	8/10/2017	Benchmark Results, Formative Assessment Results, FSA scores	5/25/2018 weekly
G1.B1.S1.MA1 🔍 M390719	Attendance records will be compared to previous year to ensure adequate progess.	Thompson, Denise	10/16/2017	Attendance records	5/25/2018 quarterly
G1.B1.S1.MA1 🔍 M390720	Attendance records will be tracked through Powerschool.	Thompson, Denise	10/16/2017	Attendance reports	5/25/2018 quarterly
G1.B1.S1.A2 🔍 A364949	Monitor attendance quarterly to see who met attendance goals.	Taylor, Michelle	10/16/2017	Powerschool System	5/25/2018 quarterly
G1.B2.S1.MA1 🔍 M390723	Student data will be compiled to monitor learning gains and student growth.	Thompson, Denise	8/10/2017	NWEA Rit Data, Adaptive Program data.	5/25/2018 weekly
G1.B2.S1.MA1 🔍 M390724	Feedback and observations will be used to assess the effectiveness of the PD.	Thompson, Denise	8/16/2017	Teacher Feedback and Evaluation Tool	5/25/2018 weekly
G2.B1.S1.MA1 🔍 M390726	Ensure scores are increasing due to increased time.	Thompson, Denise	8/10/2017	NWEA, FSA, Formative Assessments	5/25/2018 monthly
G2.B1.S1.MA1 🔍 M390727	Ensure student scores are increasing with intensive classes by completing walkthrough observations.	Thompson, Denise	8/10/2017	Observation form with feedback	5/25/2018 daily
G2.B1.S1.A1 🔍 A364952	Provide additional instructional time for students in the lowest 25%.	Thompson, Denise	8/10/2017	NWEA, CMA, Standards and Test Specification Trackers	5/25/2018 daily
G3.B1.S1.MA1 🔍 M390729	CRT's will provide effective feedback to make improvements on rigorous standards based writing when...	Thompson, Denise	8/10/2017	Data Chats, formative assessments, FSA Results	5/25/2018 weekly
G3.B1.S1.MA1 🔍 M390730	Walkthrough's and data chats	Thompson, Denise	8/10/2017	Walkthrough Feedback, standards mastery data, data chats	5/25/2018 biweekly
G3.B1.S1.A1 🔍 A364953	Incorporate writing element into math and reading instruction.	Thompson, Denise	8/10/2017	Teacher created standards based assessments through Unify.	5/25/2018 daily
G3.B2.S1.MA1 🔍 M390732	Administration will monitor monthly goals.	Thompson, Denise	8/10/2017	Evidence will depend on the goal, but examples are Imagine Math and Reading Plus data and NWEA Data.	5/25/2018 monthly
G3.B2.S1.A1 🔍 A364954	Incentives for meeting school goals for students and staff.	Thompson, Denise	8/10/2017	Admin team will monitor progress throughout the year and create monthly goals.	5/25/2018 monthly
G4.B1.S1.MA1 🔍 M390734	Teachers will meet with students who are not participating in reading challenge on methods to...	Thompson, Denise	8/10/2017	Data Tracking and monitoring with fidelity	5/25/2018 weekly
G4.B1.S1.MA1 🔍 M390735	Teachers track their own progress, as well as student progress.	Thompson, Denise	8/10/2017	Provide specific feedback through observations and lesson plan template.	5/25/2018 monthly
G4.B1.S1.A1 🔍 A364955	Participate in a School -Wide Reading Challenge	Thompson, Denise	8/10/2017	Excel spreadsheet filled out by each grade level with amount of books read by the students.	5/25/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2 A364956	Effectively implement Reading Plus program	Thompson, Denise	8/10/2017	Data provided from Reading Plus	5/25/2018 weekly
G1.B1.S2.MA1 M390721	Attendance records will be monitored, and if negative trends are noticed the families will be...	Taylor, Michelle	8/10/2017	Attendance letters	5/25/2018 daily
G1.B1.S2.MA1 M390722	Attendance records will be evaluated quarterly or as attendance trends arise.	Thompson, Denise	8/10/2017	Attendance records	5/25/2018 daily
G1.B1.S2.A1 A364950	Families will be notified of school attendance policy upon registration.	Taylor, Michelle	7/3/2017	Signature page from the parent handbook signed by the parent	5/25/2018 daily
G1.MA1 M390725	FSA scores will be analysed to evaluate effectiveness.	Thompson, Denise	6/1/2018	Comparison of FSA learning gain scores for targeted groups.	6/1/2018 one-time
G3.MA1 M390733	Monitor results from FSA learning gains data.	Thompson, Denise	6/1/2018	FSA learning data will be compared to corresponding data from previous year.	6/1/2018 one-time
G3.B2.S1.MA1 M390731	Staff, student, and parent surveys will be distributed and data analyzed.	Childers, Joe	11/1/2017	Survey data will be analyzed.	6/20/2018 semiannually

V. Professional Development Opportunities

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

G2. If all Level 1 and 2 students receive additional instruction in content areas of weakness, then gains should increase.

G2.B1 Parent permission to increase academic minutes in lieu of a special.

G2.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 8/10/2017 to 5/25/2018

G3. If learning gains increase in ELA and Math, then student growth will move toward proficiency.

G3.B1 Added writing requirements in both ELA and Math

G3.B1.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 8/10/2017 to 5/25/2018

G4. If all students read 50 books to increase vocabulary, comprehension, and reading strategy usage, then reading fsa scores increase.

G4.B1 Lack of Student Interest in Subject Area

G4.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 8/10/2017 to 5/25/2018

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	Develop awards system for attendance goals.				$0.00
2	G1.B1.S1.A2	Monitor attendance quarterly to see who met attendance goals.				$0.00
3	G1.B1.S2.A1	Families will be notified of school attendance policy upon registration.				$0.00
4	G1.B2.S1.A1	Professional Development plan will be put in place.				$0.00
5	G2.B1.S1.A1	Provide additional instructional time for students in the lowest 25%.				$0.00
6	G3.B1.S1.A1	Incorporate writing element into math and reading instruction.				$0.00
7	G3.B2.S1.A1	Incentives for meeting school goals for students and staff.				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0863 - Four Corners Charter School	General Fund		$20,000.00
8	G4.B1.S1.A1	Participate in a School -Wide Reading Challenge				$0.00
9	G4.B1.S1.A2	Effectively implement Reading Plus program				$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0863 - Four Corners Charter School	General Fund		$35,000.00
			Notes: Multi-Year contract			
					Total:	$55,000.00