Four Corners Upper School

2017-18 Schoolwide Improvement Plan

Four Corners Upper School

9160 BELLA CITTA BLVD, Davenport, FL 33896

http://www.fourcornersupperschool.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)
High School 6-12	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	75%

School Grades History

Year	2016-17	2015-16
Grade	C	C

*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 Upper 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 Upper 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 Middle 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.

FCUS 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.

FCUS 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 on our campus. 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 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.

Four Corners Upper School 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	1	2	1	0	2	0	0	6
One or more suspensions	0	0	0	0	0	0	2	3	3	2	3	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	6	13	5	1	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	66	68	52	63	40	0	0	289

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	6	11	5	1	1	0	0	24

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. These classes are blocked adjacent to their core class in order to increase continuous learning. 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 address the requirements of ESSA, P.L. No. 114-95, §§ 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 Upper 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
Childers, Joe	Assistant Principal
Thompson, Denise	Principal
Wideman, John	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.

Responsible Parties : Joe Childers and Denise ThompsonBaseline 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.
Reponsible Parties: Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors.
Responsible Parties: Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continuous 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
Kimberly Linden	Parent
Kylie Root	Teacher
Joe Childers	Education Support Employee
Mick Kalafian	Business/Community
Gracey Davis	Student
Manal Aljabral	Student
Juan Viruet	Student
Julian Bendz	Student
Demetri Stathakis	Student
	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

FCUS increased in School Grade percentage to 50% of the school grade points. This is due to the school's focus on learning gains and lowest 25th percent learning gains. The math scores dropped due to vacancies in the math program.

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 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
Ocasio, Pamela	Instructional Coach
Childers, Joe	Assistant Principal
Hasbun, Nataly	School Counselor
Camacho, Shontel	Instructional Coach
Wideman, John	Assistant 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
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 Upper 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 Upper School. know that student success is the ultimate goal, and the only way to achieve this goal is to work collaboratively. 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

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 reports and proficiency reports of online programs.

Strategy: Extended School Day

Minutes added to school year: 10,800

After school tutoring will be offered every day.

Strategy Rationale

Additional instructional minutes are necessary to close 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.

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: 2,160

After school detention will be turned into a time for academic improvement. 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 and benchmark testing. Students who are academically successful will receive enrichment in core areas that will focus on higher order thinking skills.

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 an extended learning opportunity.

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

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 issues.

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, Â§ 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.

Our school offers multiple courses where students have the opportunity to earn career certification upon graduation. In addition, FCUS reaches out to its business partners in order to give students a first hand approach in multiple career fields. Finally, STEAM instruction is implemented across all curricula due to the ever changing career market.

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

Our students have the opportunity to pass certification exams in Marketing, Microsoft Office Suite as well as biomedical sciences.

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

Regardless of students being enrolled in a certification pathway course, our students are surveyed every year to ensure that they have a say in the career pathways that Four Corners offers its high school students.

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.

As a combination school, our focus on hitting the rigorous graduation requirements begins once students enter the 6th grade. The data shows that additional instructional minutes must be implemented to get students to pass the Algebra I EOC. In addition, we offer PERT tutoring as an option for students to hit the math requirement. We will begin to offer our advanced 8th grade students opportunity to hit the high school acceleration components through Microsoft Office Suite certification.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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 we implement rigorous CTE/ acceleration courses with quality instruction, then all student have an opportunity to achieve success at a higher level.

G2. If we give all level 1 and 2 students additional instruction, then gains will increase in content areas of weakness.

G3. If we increase engagement in all content areas, then student learning gains will improve for all students.

G4. If we increase our number of students in accelerated courses, then rigorous learning and student achievement towards our goals improve.

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 we implement rigorous CTE/ acceleration courses with quality instruction, then all student have an opportunity to achieve success at a higher level. `1a`

🔍 G095514

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	62.0

Targeted Barriers to Achieving the Goal `3`

- Professional Development

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

-

Plan to Monitor Progress Toward G1. `8`

Administration will meet teacher to discuss effectiveness of instruction.

Person Responsible

Denise Thompson

Schedule

On 8/1/2018

Evidence of Completion

Cambridge Exam results

G2. If we give all level 1 and 2 students additional instruction, then gains will increase in content areas of weakness. `1a`

🔍 G095515

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	42.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal `3`

- Frequent absences

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

- Access to adaptive online programs such as Think Through Math, Reading Plus, Prepworks and Lexia at home.

- Parent notification and justification of class placement based on data.

Plan to Monitor Progress Toward G2. `8`

Data comparison between program data an NWEA/FSA Data.

Person Responsible
Denise Thompson

Schedule
Quarterly, from 9/13/2017 to 5/25/2018

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

G3. If we increase engagement in all content areas, then student learning gains will improve for all students.
1a

G095516

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	45.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Staff Vacancies/Turnover

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adaptive online programs

Plan to Monitor Progress Toward G3. 8

Student data will be analyzed to ensure they made ample growth throughout the year.

Person Responsible

Denise Thompson

Schedule

On 6/1/2018

Evidence of Completion

New FSA scores will be compared with NWEA benchmark scores as well as previous year's FSA data.

G4. If we increase our number of students in accelerated courses, then rigorous learning and student achievement towards our goals improve. 1a

🔍 G095517

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	60.0

Targeted Barriers to Achieving the Goal 3

- Learning gaps with 8th graders at a level 3 on FSA.

- Master Schedule

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adaptive programs to close gaps

- Ensuring master schedule allows for full percentage of acceleration points.

Plan to Monitor Progress Toward G4. 8

Student FSA data will be analyzed to ensure that a high percentage of the cohort passes the assessment for acceleration points.

Person Responsible
Denise Thompson

Schedule
On 6/1/2018

Evidence of Completion
FSA scores, school grade calculator

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 we implement rigorous CTE/ acceleration courses with quality instruction, then all student have an opportunity to achieve success at a higher level. `1`

🔑 G095514

G1.B1 Professional Development `2`

🔑 B257183

G1.B1.S1 Teachers in Cambridge acceleration courses will attend professional development to increase passing rate. `4`

🔑 S272111

Strategy Rationale

The requirements for the AS level courses are lofty and are not provided unless professional development is attended.

Action Step 1 `5`

Enroll teachers in professional development for corresponding AICE courses.

Person Responsible

Denise Thompson

Schedule

On 8/16/2017

Evidence of Completion

proof of purchase for training.

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

Teachers will incorporate strategies and cover correct content that was covered in PD.

Person Responsible

Denise Thompson

Schedule

Daily, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson plans and standards trackers

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

Teacher and student performance will be evaluated through classroom observations.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Teacher Feedback and Evaluation Tool

G2. If we give all level 1 and 2 students additional instruction, then gains will increase in content areas of weakness. 1

🔍 G095515

G2.B2 Frequent absences 2

🔍 B257185

G2.B2.S1 Student access to adaptive and research based instructional programs. 4

🔍 S272112

Strategy Rationale

Students will have access to standards-based and leveled content at home in case of absences.

Action Step 1 5

Purchase and Initial training on usage of online programs.

Person Responsible

Denise Thompson

Schedule

On 8/10/2017

Evidence of Completion

Teachers will set up accounts in the programs.

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 8/10/2017

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 9/1/2017

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

On 5/25/2018

Evidence of Completion

Data reports will be analyzed to ensure effective usage.

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

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

Person Responsible

Denise Thompson

Schedule

Biweekly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Usage reports will be printed and action plans will be created for students who are not hitting usage targets, as well as teachers who are not following up with students in regards to usage.

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

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

Person Responsible

Denise Thompson

Schedule

Quarterly, from 9/13/2017 to 5/25/2018

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.

G2.B2.S2 Parental notification and walkthrough of adaptive online instructional programs. `4`

🔑 S272113

Strategy Rationale

Parents will understand the importance of these programs and help ensure students are completing the correct lessons at home.

Action Step 1 `5`

School will hold information night for parents to introduce them to adaptive programs and expectations.

Person Responsible

Denise Thompson

Schedule

On 8/7/2017

Evidence of Completion

Attendance log

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Student usage will be monitored and reported to parents and administration.

Person Responsible

Denise Thompson

Schedule

Biweekly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Program usage data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Student data will be compared to norm data to gauge effectiveness.

Person Responsible

Denise Thompson

Schedule

Quarterly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Class reports

G3. If we increase engagement in all content areas, then student learning gains will improve for all students. [1]

🔧 G095516

G3.B2 Staff Vacancies/Turnover [2]

🔧 B257188

G3.B2.S1 Effectively train and monitor substitute teachers. [4]

🔧 S272115

Strategy Rationale

This will ensure that in lieu of a vacancy the students are still getting the content they need to be successful.

Action Step 1 [5]

Substitutes will attend New Teacher Induction and all returning teacher orientation activities.

Person Responsible

Denise Thompson

Schedule

Daily, from 8/1/2017 to 8/1/2017

Evidence of Completion

Attendance sheets signed by substitutes.

Action Step 2 [5]

Substitutes will have login accounts to all online adaptive resources to help monitor student progress.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Program usage reports

Action Step 3 `5`

Substitutes will receive walkthrough feedback from administration.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Feedback reports

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Grade book and student data will be monitored by administration to ensure the students are progressing effectively through the curriculum.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Grade reports, benchmark scores, program usage reports.

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

Classroom practices will be monitored through walk through observations, and the substitutes will be provided timely and specific feedback.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Feedback reports

G4. If we increase our number of students in accelerated courses, then rigorous learning and student achievement towards our goals improve. 1

🔑 G095517

G4.B1 Learning gaps with 8th graders at a level 3 on FSA. 2

🔑 B257189

G4.B1.S1 Enroll students in adaptive programs to close instructional gap in acceleration class. 4

🔑 S272117

Strategy Rationale

Students may receive a level 3 on the 7th grade FSA, but that does not ensure that they can pass the EOC as an 8th grader.

Action Step 1 5

Identify students who received a level three on FSA math. Enroll these students in Imagine Math Pre Algebra academy.

Person Responsible

Denise Thompson

Schedule

On 6/1/2017

Evidence of Completion

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

Communicate importance of Pre Algebra academy and ramifications of not passing the Algebra I EOC.

Person Responsible

Joe Childers

Schedule

On 8/7/2017

Evidence of Completion

Communication at school open house.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Academy usage report and student grade book will be monitored. If student is not meeting requirements, they will be placed into Pre Algebra course prior to February FTE.

Person Responsible

Schedule

Biweekly, from 8/10/2017 to 2/1/2018

Evidence of Completion

Usage reports and student grade book.

G4.B3 Master Schedule 2

🔑 B257191

G4.B3.S1 Administration will ensure that master schedule gives the school access to the full 100 acceleration points for school grade calculations. 4

🔑 S272118

Strategy Rationale

Acceleration points can greatly effect the overall school grade.

Action Step 1 5

Break down student data to identify students who will qualify for acceleration.

Person Responsible

Denise Thompson

Schedule

On 7/3/2017

Evidence of Completion

Level 3 students who qualify will be identified.

Action Step 2 5

Create Algebra I and Biology classes on master schedule.

Person Responsible

Denise Thompson

Schedule

On 7/3/2017

Evidence of Completion

Master template has enough Algebra I and Biology classes to fit the acceleration cohort.

Action Step 3 [5]

Schedule qualifying students into the correct acceleration course.

Person Responsible

Denise Thompson

Schedule

On 7/3/2017

Evidence of Completion

Each qualifying student will have the correct acceleration course on their schedule.

Action Step 4 [5]

Monitor new students to the school to ensure they get correct placement into acceleration cohort if needed.

Person Responsible

Denise Thompson

Schedule

Every 3 Weeks, from 8/10/2017 to 2/1/2018

Evidence of Completion

Class placement will be based on student data from previous year.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 [6]

Student schedules will be monitored by administration team to ensure that all qualifying students are scheduled correctly.

Person Responsible

Denise Thompson

Schedule

Quarterly, from 8/10/2017 to 2/1/2018

Evidence of Completion

Individual student schedules and FSA data reports.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Student data of acceleration cohort will be monitored to be sure they are on pace to pass corresponding FSA exam.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

NWEA benchmark data, Online program usage

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					
G4.B1.S1.A1 A364967	Identify students who received a level three on FSA math. Enroll these students in Imagine Math Pre...	Thompson, Denise	6/1/2017		6/1/2017 one-time
G4.B3.S1.A1 A364968	Break down student data to identify students who will qualify for acceleration.	Thompson, Denise	7/3/2017	Level 3 students who qualify will be identified.	7/3/2017 one-time
G4.B3.S1.A2 A364969	Create Algebra I and Biology classes on master schedule.	Thompson, Denise	7/3/2017	Master template has enough Algebra I and Biology classes to fit the acceleration cohort.	7/3/2017 one-time
G4.B3.S1.A3 A364970	Schedule qualifying students into the correct acceleration course.	Thompson, Denise	7/3/2017	Each qualifying student will have the correct acceleration course on their schedule.	7/3/2017 one-time
G3.B2.S1.A1 A364963	Substitutes will attend New Teacher Induction and all returning teacher orientation activities.	Thompson, Denise	8/1/2017	Attendance sheets signed by substitutes.	8/1/2017 daily
G4.B1.S1.MA1 M390749	Communicate importance of Pre Algebra academy and ramifications of not passing the Algebra I EOC.	Childers, Joe	8/7/2017	Communication at school open house.	8/7/2017 one-time
G2.B2.S2.A1 A364962	School will hold information night for parents to introduce them to adaptive programs and...	Thompson, Denise	8/7/2017	Attendance log	8/7/2017 one-time
G2.B2.S1.A1 A364958	Purchase and Initial training on usage of online programs.	Thompson, Denise	8/10/2017	Teachers will set up accounts in the programs.	8/10/2017 one-time
G2.B2.S1.A2 A364959	Effectively roll out programs to students and parents, including usage expectations, incentives and...	Thompson, Denise	8/10/2017	Students will access each of their assigned adaptive programs to show understanding of expectations.	8/10/2017 one-time
G1.B1.S1.A1 A364957	Enroll teachers in professional development for corresponding AICE courses.	Thompson, Denise	8/16/2017	proof of purchase for training.	8/16/2017 one-time
G2.B2.S1.A3 A364960	Students will take diagnostic assessments to ensure the program is catered to individual...	Thompson, Denise	8/10/2017	Students will have individual pathways created based on diagnostic.	9/1/2017 one-time
G4.B1.S1.MA1 M390748	Academy usage report and student grade book will be monitored. If student is not meeting...		8/10/2017	Usage reports and student grade book.	2/1/2018 biweekly
G4.B3.S1.MA1 M390751	Student schedules will be monitored by administration team to ensure that all qualifying students...	Thompson, Denise	8/10/2017	Individual student schedules and FSA data reports.	2/1/2018 quarterly
G4.B3.S1.A4 A364971	Monitor new students to the school to ensure they get correct placement into acceleration cohort if...	Thompson, Denise	8/10/2017	Class placement will be based on student data from previous year.	2/1/2018 every-3-weeks
G2.MA1 M390744	Data comparison between program data an NWEA/FSA Data.	Thompson, Denise	9/13/2017	Correlation between program data and benchmark/standardized test data.	5/25/2018 quarterly
G2.B2.S1.MA1 M390740	Students usage and completion data will be compared to NWEA benchmark data and FSA testing data.	Thompson, Denise	9/13/2017	Student data will be compared with growth and achievement data on NWEA and FSA to ensure the program leads to student gains.	5/25/2018 quarterly
G2.B2.S1.MA1 M390741	Data chats will be held with teachers to ensure they are monitoring student usage.	Thompson, Denise	9/6/2017	Usage reports will be printed and action plans will be created for students who are not hitting usage targets, as well as teachers who are not following up with students in regards to usage.	5/25/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A4 🔍 A364961	Teachers will monitor usage to ensure students are completing the assigned lessons on a weekly...	Thompson, Denise	8/10/2017	Data reports will be analyzed to ensure effective usage.	5/25/2018 one-time
G3.B2.S1.MA1 🔍 M390745	Classroom practices will be monitored through walk through observations, and the substitutes will...	Thompson, Denise	8/10/2017	Feedback reports	5/25/2018 weekly
G3.B2.S1.MA1 🔍 M390746	Grade book and student data will be monitored by administration to ensure the students are...	Thompson, Denise	8/10/2017	Grade reports, benchmark scores, program usage reports.	5/25/2018 quarterly
G3.B2.S1.A2 🔍 A364964	Substitutes will have login accounts to all online adaptive resources to help monitor student...	Thompson, Denise	8/10/2017	Program usage reports	5/25/2018 daily
G3.B2.S1.A3 🔍 A364965	Substitutes will receive walkthrough feedback from administration.	Thompson, Denise	8/10/2017	Feedback reports	5/25/2018 weekly
G4.B3.S1.MA1 🔍 M390750	Student data of acceleration cohort will be monitored to be sure they are on pace to pass...	Thompson, Denise	8/10/2017	NWEA benchmark data, Online program usage	5/25/2018 quarterly
G2.B2.S2.MA1 🔍 M390742	Student data will be compared to norm data to gauge effectiveness.	Thompson, Denise	9/13/2017	Class reports	5/25/2018 quarterly
G2.B2.S2.MA1 🔍 M390743	Student usage will be monitored and reported to parents and administration.	Thompson, Denise	9/13/2017	Program usage data	5/25/2018 biweekly
G3.MA1 🔍 M390747	Student data will be analyzed to ensure they made ample growth throughout the year.	Thompson, Denise	6/1/2018	New FSA scores will be compared with NWEA benchmark scores as well as previous year's FSA data.	6/1/2018 one-time
G4.MA1 🔍 M390752	Student FSA data will be analyzed to ensure that a high percentage of the cohort passes the...	Thompson, Denise	6/1/2018	FSA scores, school grade calculator	6/1/2018 one-time
G1.B1.S1.MA1 🔍 M390737	Teacher and student performance will be evaluated through classroom observations.	Thompson, Denise	8/10/2017	Teacher Feedback and Evaluation Tool	6/1/2018 weekly
G1.B1.S1.MA1 🔍 M390738	Teachers will incorporate strategies and cover correct content that was covered in PD.	Thompson, Denise	10/2/2017	Lesson plans and standards trackers	6/1/2018 daily
G1.MA1 🔍 M390739	Administration will meet teacher to discuss effectiveness of instruction.	Thompson, Denise	8/1/2018	Cambridge Exam results	8/1/2018 one-time

V. Professional Development Opportunities

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

G2. If we give all level 1 and 2 students additional instruction, then gains will increase in content areas of weakness.

G2.B2 Frequent absences

G2.B2.S1 Student access to adaptive and research based instructional programs.

PD Opportunity 1

Purchase and Initial training on usage of online programs.

Facilitator

CRT's/Program Facilitators

Participants

Teachers who have access to adaptive programs.

Schedule

On 8/10/2017

G3. If we increase engagement in all content areas, then student learning gains will improve for all students.

G3.B2 Staff Vacancies/Turnover

G3.B2.S1 Effectively train and monitor substitute teachers.

PD Opportunity 1

Substitutes will attend New Teacher Induction and all returning teacher orientation activities.

Facilitator

CRT's/Admin

Participants

All staff

Schedule

Daily, from 8/1/2017 to 8/1/2017

PD Opportunity 2

Substitutes will have login accounts to all online adaptive resources to help monitor student progress.

Facilitator

CRT's/Program Facilitators

Participants

All staff with access to programs.

Schedule

Daily, 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	Enroll teachers in professional development for corresponding AICE courses.			$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0152 - Four Corners Upper School	General Fund		$2,000.00
			Notes: approximately 500 dollars per training per person.			
2	G2.B2.S1.A1	Purchase and Initial training on usage of online programs.			$17,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		690-Computer Software	0152 - Four Corners Upper School	Other		$17,650.00
3	G2.B2.S1.A2	Effectively roll out programs to students and parents, including usage expectations, incentives and consequences for non-usage.			$0.00
4	G2.B2.S1.A3	Students will take diagnostic assessments to ensure the program is catered to individual instructional needs.			$0.00
5	G2.B2.S1.A4	Teachers will monitor usage to ensure students are completing the assigned lessons on a weekly basis.			$0.00
6	G2.B2.S2.A1	School will hold information night for parents to introduce them to adaptive programs and expectations.			$0.00
7	G3.B2.S1.A1	Substitutes will attend New Teacher Induction and all returning teacher orientation activities.			$0.00
8	G3.B2.S1.A2	Substitutes will have login accounts to all online adaptive resources to help monitor student progress.			$0.00
9	G3.B2.S1.A3	Substitutes will receive walkthrough feedback from administration.			$0.00
10	G4.B1.S1.A1	Identify students who received a level three on FSA math. Enroll these students in Imagine Math Pre Algebra academy.			$0.00
11	G4.B3.S1.A1	Break down student data to identify students who will qualify for acceleration.			$0.00
12	G4.B3.S1.A2	Create Algebra I and Biology classes on master schedule.			$0.00
13	G4.B3.S1.A3	Schedule qualifying students into the correct acceleration course.			$0.00
14	G4.B3.S1.A4	Monitor new students to the school to ensure they get correct placement into acceleration cohort if needed.			$0.00
				Total:	$19,650.00