



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Four Corners Charter School

9100 TEACHER LN
Davenport, FL 33897
407-787-4300
www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
59%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
64%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Part III: Coordination and Integration	30
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	32

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Four Corners Charter School

Principal

Denise Thompson

School Advisory Council chair

L'Tasha Huyghue

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joe Childers	Dean

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/1/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The FCCS SAC consists of President, Vice President and Secretary.

President- L'Tasha Huyghue Duties include, but not limited to, Coordination of all SAC events and meetings.

Vice President- Monica Magana Duties include, but not limited to, assistance with all events and meetings.

Secretary- Heather Guay Duties include, but not limited to, recording of all SAC meetings and events.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC Mini Conferences

Projected use of school improvement funds, including the amount allocated to each project

No funds generated.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Denise Thompson**

Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

Bachelor of Science Degree in Elementary Education
 Master of Science Degree in Educational Leadership
 Professional Educator's Certificate covering Ed Leadership (All Levels),
 Elementary Education (Grades 1-6), Specific Learning Disabilities (Grades K-12)

Performance Record

"A" school six consecutive years. 2007-08 through 2012-13.

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record****Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cathy Ness

Part-time / District-based

Years as Coach: 2

Years at Current School: 6

Areas

Reading/Literacy, Mathematics, Data

Credentials

Bachelors Degree, Elem Ed. K-6, ESOL k-12. Reading Endorsed

Performance Record

In tested areas, FCCS was aligned with the state in 4th grade. In 3rd, 5th-8th, we were above the state avg. In Math and Science, we were above the state avg in grades 3--8. The coach assisted our teachers so improvements would take place.

Classroom Teachers**# of classroom teachers**

49

receiving effective rating or higher

0%

Highly Qualified Teachers

110%

certified in-field

44, 90%

ESOL endorsed

42, 86%

reading endorsed

10, 20%

with advanced degrees

7, 14%

National Board Certified

4, 8%

first-year teachers

5, 10%

with 1-5 years of experience

26, 53%

with 6-14 years of experience

22, 45%

with 15 or more years of experience

5, 10%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team will focus and be centered around reviewing data and problem solving to accurately make decisions for at risk students. Team will meet bi-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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

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

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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Walk-throughs, SSOT's and TPE's are conducted periodically throughout the schools year to ensure fidelity of MTSS/RTI and SIP. Teachers receive feedback and guidance toward improvement.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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

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

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

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

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

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

A two hour in-service was given to all staff to ensure understanding of the MTSS/RTI process and monthly data chats are given. Personal Learning Plans are created based on the data. Teachers and parents work together to drive student achievement through the use of data.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**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 Study Island and Plato.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Administrative Team

Strategy: Weekend Program**Minutes added to school year:** 720

4th Grade teachers hold writing camp each Saturday, beginning in January, and ending after FCAT Writes. Lessons are differentiated to meet the specific needs of the attendees.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

4th Grade Team

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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

5th Grade Team.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Cathy Ness	Reading Coach
Jean Smith	Curriculum Resource Teacher
Jesi Cartagena	Curriculum Resource Teacher

How the school-based LLT functions

The team meets once a month. The roles/functions of the team are to:

- 1)figure out where learners are
- 2)define procedure and process
- 3)provide teachers with professional resources and professional development
- 4)monitor the fidelity of the lesson
- 5)analyze student data and develop a plan of action for improvement.

Major initiatives of the LLT

Reading team is implementing the Wonders Curriculum for grades 3 through 5. Also, another initiative this year is implementing Plato by Edmentum. This is a web-based program that is aligned to the standards. It provides a pre-test, a standards-based lesson, and a post-test which enables us to monitor progress and mastery. Finally, the LLT will be monitoring the schoolwide reading challenge, and ensure that we meet 100% participation.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Each student's reading progress is monitored in a multitude of ways. First, students in middle school are required to read for a specific period of time each evening. The students must write a summary to verify that the student completed the reading. Once the book is finished, the students are required to complete a book report. Next, students are individually monitored through our school-wide reading challenge. Each student is to read 50 books each year. Student progress is monitored by their classroom teachers in elementary school and their homeroom teachers in middle school. Finally, student progress is measured through benchmark testing throughout the year. The benchmark testing can identify areas of weakness in student progress. Instruction is then individualized based on the student needs through reading programs; such as Reading Eggs, Study Island, and Plato. Students who are noticeably low in multiple areas are placed into intensive reading classes in middle school. In elementary school, the students are pulled out for small group instructions by reading aides.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

All students in grades 6th through 8th are required to take a Career planning course for 1 semester during their Middle School career.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students take an aptitude test to gauge possible career choices and their plan is individually based.

Strategies for improving student readiness for the public postsecondary level

Students are given aptitude tests and prepare their course strategy for high school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	60%	No	71%
American Indian				
Asian	88%	88%	Yes	90%
Black/African American	63%	61%	No	67%
Hispanic	62%	52%	No	66%
White	73%	66%	No	76%
English language learners	46%	31%	No	51%
Students with disabilities	31%	15%	No	38%
Economically disadvantaged	62%	55%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	208	35%	38%
Students scoring at or above Achievement Level 4	218	37%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	189	27%	
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	407	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	96	65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	70	52%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	21%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	43	32%	60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	137	58%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	60%	No	67%
American Indian				
Asian	93%	96%	Yes	93%
Black/African American	60%	58%	No	64%
Hispanic	53%	52%	No	58%
White	71%	64%	No	74%
English language learners	40%	37%	No	46%
Students with disabilities	39%	30%	No	45%
Economically disadvantaged	56%	55%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	239	41%	44%
Students scoring at or above Achievement Level 4	180	31%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	425	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	80	54%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	28	24%	26%
Middle school performance on high school EOC and industry certifications	28	100%	100%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%		No	67%
American Indian				
Asian	93%		No	93%
Black/African American	60%		No	64%
Hispanic	53%		No	58%
White	71%		No	74%
English language learners	40%		No	46%
Students with disabilities	39%		No	45%
Economically disadvantaged	56%		No	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Achievement Level 4	16	64%	67%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	30%	33%
Students scoring at or above Achievement Level 4	32	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	26%	29%
Students scoring at or above Achievement Level 4	31	25%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	45%	41%
Students scoring at or above Achievement Level 4	12	55%	58%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	25		40
Participation in STEM-related experiences provided for students	750	75%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	400	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	29	7%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	21	3%	1%
Students who are not proficient in reading by third grade	11	10%	5%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	3%	1%
Students who fail a mathematics course	8	2%	1%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	4	1%	0%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
5,000	3867	34%	50%

Goals Summary

- G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness.
- G2.** Students will improve their writing ability through the use of a scripted research-based program
- G3.** All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.(200 pages+ one book)
- G4.**
- G5.**

Goals Detail

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

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Additional Targets

Resources Available to Support the Goal

- Students will have the opportunity for remediation through online resources such as Plato and Study Island
- Students identified as the lowest 25% are automatically enrolled in Intensive Math, which uses the Triumphs curriculum.
- Student progress can be monitored by benchmark tests created by Discovery Education.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Use test data to ensure students are making progress.

Person or Persons Responsible

Principal, Dean, CRT, Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data Chats, Benchmark Data, FCAT, Computerized data tracking

G2. Students will improve their writing ability through the use of a scripted research-based program

Targets Supported

- Writing

Resources Available to Support the Goal

- Top Choice Writing Curriculum

Targeted Barriers to Achieving the Goal

- Familiarization with the new program and quick implementation.

Plan to Monitor Progress Toward the Goal

Monitor results from formative assessments.

Person or Persons Responsible

Teachers, Administration, CRT

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Monthly scored writing prompts tracked and compared to other students in the CSUSA network

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

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Various non-fiction and fiction reading material

Targeted Barriers to Achieving the Goal

- Lack of Student Interest in Subject Area

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Teacher, CRT, Administration

Target Dates or Schedule:

Duration of Year

Evidence of Completion:

Benchmark Results, Formative Assessment Results

G4.

Targets Supported

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

•

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5.

Targets Supported

Resources Available to Support the Goal

•

Targeted Barriers to Achieving the Goal

•

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

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

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

Action Step 1

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

Person or Persons Responsible

MS Math Teachers

Target Dates or Schedule

Year Round

Evidence of Completion

Benchmark, FCAT

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

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

Person or Persons Responsible

CRT, Principal, Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Observation form

Plan to Monitor Effectiveness of G1.B1.S1

Ensure scores are increasing due to increased time.

Person or Persons Responsible

Principal, Dean, CRT, Teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Benchmark Data, FCAT, Formative Assessments

G1.B2 Absences

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

Action Step 1

Provide online resources, such as Plato and Study Island.

Person or Persons Responsible

Teachers, CRT, Administration

Target Dates or Schedule

Duration of Year

Evidence of Completion

Test results from specific web-based program.

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

Ensure programs are being used in an effective manner.

Person or Persons Responsible

Administration, CRT

Target Dates or Schedule

Duration of Year

Evidence of Completion

Teachers provide documentation through lesson plans on proper implementation.

Plan to Monitor Effectiveness of G1.B2.S1

Ensure that student results correspond with formative and benchmark data.

Person or Persons Responsible

Teacher, CRT, Administration

Target Dates or Schedule

Duration of Year

Evidence of Completion

Compare data from programs with benchmark data.

G1.B3 Transportation for afterschool tutoring

G1.B3.S1 Provide time during homeroom

Action Step 1

Incentive program for attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

School year

Evidence of Completion

Attendance Sheets

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Students will improve their writing ability through the use of a scripted research-based program

G2.B1 Familiarization with the new program and quick implementation.

G2.B1.S1 Monitor curriculum implementation throughout the school year.

Action Step 1

Conduct walkthrough's to ensure curriculum is being implemented with fidelity.

Person or Persons Responsible

CRT, Administration

Target Dates or Schedule

Duration of Year

Evidence of Completion

Provide specific feedback based on curriculum implementation.

Facilitator:

CRT

Participants:

All Staff

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

Conduct walkthrough observations to ensure proper implementation.

Person or Persons Responsible

CRT, Administration

Target Dates or Schedule

Duration of Year

Evidence of Completion

Specific Feedback through observation tool.

Plan to Monitor Effectiveness of G2.B1.S1

Create uniform formative assessments to monitor student progress.

Person or Persons Responsible

Teachers, Administration, CRT

Target Dates or Schedule

Quarterly

Evidence of Completion

Results from Formative Assessment

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

G3.B1 Lack of Student Interest in Subject Area

G3.B1.S1 Motivating students to read 50 books through a schoolwide incentive program

Action Step 1

Participate in a School -Wide Reading Challenge

Person or Persons Responsible

All Core Teachers

Target Dates or Schedule

Duration of Year

Evidence of Completion

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

Action Step 2

Purchase additional reading material through scholastic

Person or Persons Responsible

Administration

Target Dates or Schedule

Before and during School Year

Evidence of Completion

Invoice of materials received and proof of classroom disbursement

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

Conduct walkthrough observations, and monitor lesson plans.

Person or Persons Responsible

Administration, CRT

Target Dates or Schedule

Duration of School year

Evidence of Completion

Provide specific feedback through observations and lesson plan template.

Plan to Monitor Effectiveness of G3.B1.S1

Gauge relationship between hands-on activities and standards based assessment.

Person or Persons Responsible

Teacher, CRT, Administration

Target Dates or Schedule

Post-Assessment

Evidence of Completion

Benchmark Data, Formative Assessment

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Students will improve their writing ability through the use of a scripted research-based program

G2.B1 Familiarization with the new program and quick implementation.

G2.B1.S1 Monitor curriculum implementation throughout the school year.

PD Opportunity 1

Conduct walkthrough's to ensure curriculum is being implemented with fidelity.

Facilitator

CRT

Participants

All Staff

Target Dates or Schedule

Duration of Year

Evidence of Completion

Provide specific feedback based on curriculum implementation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Students will improve their writing ability through the use of a scripted research-based program	\$1,200
G3.	All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.(200 pages+ one book)	\$1,033
Total		\$2,233

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$2,233	\$2,233
Internal Funds	\$2,233	\$2,233

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Students will improve their writing ability through the use of a scripted research-based program

G2.B1 Familiarization with the new program and quick implementation.

G2.B1.S1 Monitor curriculum implementation throughout the school year.

Action Step 1

Conduct walkthrough's to ensure curriculum is being implemented with fidelity.

Resource Type

Evidence-Based Program

Resource

Hands on Science

Funding Source

Internal Funds

Amount Needed

\$1,200

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

G3.B1 Lack of Student Interest in Subject Area

G3.B1.S1 Motivating students to read 50 books through a schoolwide incentive program

Action Step 2

Purchase additional reading material through scholastic

Resource Type

Evidence-Based Program

Resource

Web-Based Programs

Funding Source

Internal Funds

Amount Needed

\$1,033