

Four Corners Charter School



2014-15 School Improvement Plan

Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

Yes

Minority

64%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

FCCS will be implementing two disciplinary programs this year. Responsive Classroom will be instituted in our elementary school and Developmental Design will be implemented in our middle school. Both programs streamline 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.

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

Responsive Classroom and Developmental Design both have 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.

Early Warning Systems

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

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

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

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

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	
Attendance below 90 percent	4	3	8	2	4	2	5	9	13	50
One or more suspensions	1	1	0	0	1	0	1	3	2	9
Course failure in ELA or Math	3	7	1	2	2	2	8	1	0	26
Level 1 on statewide assessment	0	0	0	39	20	18	13	34	23	147

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	1	1	2	4	2	6	6	6	28

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

- The intervention Strategies we use are:
- Computer- Based Remediation using Think Through Math, Reading Plus, Voyager, and Plato.
 - Intensive Classes in reading and math. Supplemental program use in the elementary.
 - Schoolwide needs based tutoring

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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. The school also hosts community events, such as a multicultural night and a Mardi Gras celebration. Community members and business partners are invited to these events to see the amazing things taking place at Four Corners Charter School. It also provides local businesses the opportunity to share their information with parents and other community members.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Thompson, Denise	Principal

Duties

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

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, NWEA Evaluation of data and determination of continuation of FUBA-BIP

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Denise Thompson	Principal
Naomi Garner	Business/Community
Christopher Baltazar	Teacher
Joe Childers	Education Support Employee
Monica Magana	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 SIP for Four Corners Charter School identified areas of focus for the school year. The teachers and staff worked tirelessly to follow the action plan set forth in the SIP. Progression of the plan was monitored continuously by the school leadership team to ensure that the goals would be met. In the end, Four Corners met and exceeded the school goals, and once again earned an "A" Grade, as well as being named a "5 Star School."

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The school's annual budget is created by the Charter Schools USA finance team. The budget is then reviewed with the principal. Adjustments are made according to the needs of the school for the

upcoming year. The budget is presented to the Four Corners Charter School Board of Directors for approval.

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

No funds generated.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
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Duties

Describe how the LLT promotes literacy within the school

The LLT is continuing the implementation of the Wonders Curriculum for grades 3 through 5. In middle school, the team will be working close the reading and language arts teachers to ensure a smooth and effective transition into the FL Common Core. Another initiative this year is implementing the web-based program Reading Plus. This is a web-based program that is aligned to the standards. It provides pretests and post-tests to effectively gauge student success. Students will be given reading materials based on their initial grade level report from the pretest. The content selections will be based on the interest of the students. Also, the reading coach will be focused on effectively monitoring reading fluency to help increase reading comprehension. Finally, the LLT will be monitoring the schoolwide reading challenge, and ensure that we meet 100% participation.

Public and Collaborative Teaching

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

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

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

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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 classes for remediation, or qualify for advanced classes such as high school Algebra 1, Biology, and Physical Science. 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.

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

Strategy: Extended School Day

Minutes added to school year: 2,160

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

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

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

Strategy: Summer Program

Minutes added to school year: 7,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

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

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

Strategy: Extended School Day

Minutes added to school year: 180,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

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

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

Strategy: Weekend Program

Minutes added to school year: 720

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

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

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

Strategy: Weekend Program

Minutes added to school year: 1,920

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

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

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

Student Transition and Readiness

PreK-12 Transition

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

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.

College and Career Readiness

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

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

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

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

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

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

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

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.** 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.**

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

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

G036555

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0
ELA/Reading Lowest 25% Gains	71.0
FSA - Mathematics - Proficiency Rate	64.0
Math Lowest 25% Gains	79.0

Resources Available to Support the Goal 2

- Students will have the opportunity for remediation through online resources such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math
- Students identified as the lowest 25% are automatically enrolled in Intensive Math, which uses the Triumphs curriculum.
- Student progress can be monitored formative assessments and NWEA data.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

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

G2. Students will improve their writing ability through the use of a scripted research-based program 1a

G036556

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0
FSA - Mathematics - Proficiency Rate	64.0
Algebra I EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- Top Score Writing Curriculum

Targeted Barriers to Achieving the Goal 3

- Familiarization with the new program and quick implementation.
- Added writing requirements in both ELA and Math

Plan to Monitor Progress Toward G2. 8

Monitor results from formative assessments.

Person Responsible

Schedule

Monthly, from 9/1/2014 to 3/31/2015

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) 1a

G036557

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	63.0

Resources Available to Support the Goal 2

- Various non-fiction and fiction reading material

Targeted Barriers to Achieving the Goal 3

- Lack of Student Interest in Subject Area

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Schedule

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

Evidence of Completion

Benchmark Results, Formative Assessment Results

G4. 1a

G036558

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

-

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

G5. 1a

G036559

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

.

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

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

 G036555

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

 B087540

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

 S098259

Strategy Rationale

Additional research-based and targeted instruction will yield gains.

Action Step 1 **5**

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

Person Responsible

Denise Thompson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

NWEA, CMA, Standards and Test Specification Trackers

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

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

Person Responsible

Denise Thompson

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observation form with feedback

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

Ensure scores are increasing due to increased time.

Person Responsible

Denise Thompson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

NWEA, FSA, Formative Assessments

G1.B2 Absences 2

 B087541

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

 S098260

Strategy Rationale

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

Action Step 1 5

Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Data and results from specific web-based program.

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

Ensure programs are being used in an effective manner.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

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

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

Ensure that student results correspond with formative and benchmark data.

Person Responsible

Denise Thompson


Schedule

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


Evidence of Completion

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

G1.B3 Transportation for afterschool tutoring 2

 B087542

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

 S098261

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Attendance Sheets and PowerSchool

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

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

Person Responsible

Denise Thompson

Schedule

On 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Denise Thompson


Schedule

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


Evidence of Completion

Daily Attendance


G2. Students will improve their writing ability through the use of a scripted research-based program **1**

 G036556

G2.B1 Familiarization with the new program and quick implementation. **2**

 B087543

G2.B1.S1 Monitor curriculum implementation throughout the school year. **4**

 S098262

Strategy Rationale

To ensure that the program is being implemented with fidelity, this process must be monitored.

Action Step 1 **5**

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

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Provide specific feedback based on curriculum implementation.

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

Conduct walkthrough observations to ensure proper implementation.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Specific Feedback through observation tool.

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

Create uniform formative assessments to monitor student progress.

Person Responsible

Denise Thompson


Schedule

Monthly, from 9/1/2014 to 3/31/2015


Evidence of Completion

Results from Formative Assessment

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

 B105325

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

 S116628

Strategy Rationale

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

Action Step 1 5

Incorporate writing element into math and reading instruction.

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

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

Walkthrough's and data chats

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Walkthrough Feedback, standards mastery data, data chats

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

CRT's will provide effective feedback to make improvements with implementation of writing, if needed.

Person Responsible

Denise Thompson


Schedule

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


Evidence of Completion

Data Chats, formative assessments, FSA Results


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

 G036557

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

 B087544

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

 S098263

Strategy Rationale

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

Action Step 1 **5**

Participate in a School -Wide Reading Challenge

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

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

Action Step 2 **5**

Effectively implement Reading Plus program

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Data provided from Reading Plus

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

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

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Provide specific feedback through observations and lesson plan template.

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

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

Person Responsible

Denise Thompson

Schedule

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

Evidence of Completion

Data Tracking and monitoring with fidelity

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide additional instructional time for students in the lowest 25%.	Thompson, Denise	8/18/2014	NWEA, CMA, Standards and Test Specification Trackers	6/4/2015 daily
G1.B2.S1.A1	Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math	Thompson, Denise	8/18/2014	Data and results from specific web-based program.	6/5/2015 daily
G1.B3.S1.A1	Monitor Attendance patterns, and meet with families to discuss importance of attendance and attendance policy.	Thompson, Denise	8/18/2014	Attendance Sheets and PowerSchool	6/5/2015 daily
G2.B1.S1.A1	Conduct walkthrough's to ensure curriculum is being implemented with fidelity.	Thompson, Denise	8/18/2014	Provide specific feedback based on curriculum implementation.	6/5/2015 weekly
G3.B1.S1.A1	Participate in a School -Wide Reading Challenge	Thompson, Denise	8/18/2014	Excel spreadsheet filled out by each grade level with amount of books read by the students.	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Incorporate writing element into math and reading instruction.	Thompson, Denise	8/18/2014		6/5/2015 daily
G3.B1.S1.A2	Effectively implement Reading Plus program	Thompson, Denise	8/18/2014	Data provided from Reading Plus	6/5/2015 weekly
G1.MA1	Compare test data with absentee records to show that attendance and results are related.	Thompson, Denise	8/18/2014	Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books	6/5/2015 monthly
G1.B1.S1.MA1	Ensure scores are increasing due to increased time.	Thompson, Denise	8/18/2014	NWEA, FSA, Formative Assessments	6/4/2015 monthly
G1.B1.S1.MA1	Ensure student scores are increasing with intensive classes by completing walkthrough observations.	Thompson, Denise	8/18/2014	Observation form with feedback	6/4/2015 daily
G1.B2.S1.MA1	Ensure that student results correspond with formative and benchmark data.	Thompson, Denise	8/18/2014	Compare data from programs with NWEA data to ensure grades correspond with benchmark data.	6/5/2015 monthly
G1.B2.S1.MA1	Ensure programs are being used in an effective manner.	Thompson, Denise	8/18/2014	Teachers provide documentation through lesson plans on proper implementation, and discuss results with students when data is available.	6/5/2015 weekly
G1.B3.S1.MA1	Students with attendance plans will be closely monitored to ensure improvement of attendance record.	Thompson, Denise	8/18/2014	Daily Attendance	6/5/2015 daily
G1.B3.S1.MA1	Administration will meet with families of students with chronic absenteeism, and find ways to ensure that student attendance improves.	Thompson, Denise	8/18/2014	Signed documentation by parents/ guardians that state they will adhere to attendance policy.	6/5/2015 one-time
G2.MA1	Monitor results from formative assessments.		9/1/2014	Monthly scored writing prompts tracked and compared to other students in the CSUSA network	3/31/2015 monthly
G2.B1.S1.MA1	Create uniform formative assessments to monitor student progress.	Thompson, Denise	9/1/2014	Results from Formative Assessment	3/31/2015 monthly
G2.B1.S1.MA1	Conduct walkthrough observations to ensure proper implementation.	Thompson, Denise	8/18/2014	Specific Feedback through observation tool.	6/5/2015 weekly
G2.B2.S1.MA1	CRT's will provide effective feedback to make improvements with implementation of writing, if needed.	Thompson, Denise	8/18/2014	Data Chats, formative assessments, FSA Results	6/5/2015 weekly
G2.B2.S1.MA1	Walkthrough's and data chats	Thompson, Denise	8/18/2014	Walkthrough Feedback, standards mastery data, data chats	6/5/2015 daily
G3.MA1	Analyze data and monitor growth from formative assessment and benchmark testing.		8/18/2014	Benchmark Results, Formative Assessment Results	6/5/2015 weekly
G3.B1.S1.MA1	Teachers will meet with students who are not participating in reading challenge on methods to increase participation.	Thompson, Denise	8/18/2014	Data Tracking and monitoring with fidelity	6/5/2015 weekly
G3.B1.S1.MA1	Teachers track their own progress, as well as student progress.	Thompson, Denise	8/18/2014	Provide specific feedback through observations and lesson plan template.	6/5/2015 weekly
G4.MA1	[no content entered]			once	
G5.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

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

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

PD Opportunity 1

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

Facilitator

CRT

Participants

All Instructional Staff

Schedule

Daily, from 8/18/2014 to 6/4/2015

G1.B2 Absences

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

PD Opportunity 1

Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math

Facilitator

CRT's

Participants

All instructional Staff

Schedule

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

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

Schedule

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

G2.B2 Added writing requirements in both ELA and Math

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

PD Opportunity 1

Incorporate writing element into math and reading instruction.

Facilitator

CRT

Participants

Instructional Staff

Schedule

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

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

G3.B1 Lack of Student Interest in Subject Area

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

PD Opportunity 1

Effectively implement Reading Plus program

Facilitator

Reading Plus Representatives

Participants

Reading Instructional Staff

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: All Level 1 and 2 students will receive additional instruction in content areas of weakness.	48,490
Goal 2: Students will improve their writing ability through the use of a scripted research-based program	2,034
Grand Total	50,524

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

Description	Source	Total
B2.S1.A1	General Fund	48,490
Total Goal 1		48,490

Goal 2: Students will improve their writing ability through the use of a scripted research-based program

Description	Source	Total
B1.S1.A1	General Fund	2,034
Total Goal 2		2,034