

**Students**

**Integrity**

**Fiscal Responsibility**

**Learning**

**People**

**Teamwork**

**Commitment**

**Accountability**

**High Standards**



# **Four Corners Charter School**

**BOARD OF DIRECTORS' MEETING  
October 1, 2013**





**FOUR CORNERS CHARTER SCHOOL, INC.  
BOARD MEETING  
Tuesday, October 1, 2013  
Agenda**

**Call To Order**

**Roll Call**

- I. Administrative Items**
  - Approval of Minutes from September 16, 2013
- II. School Report**
  - No School Report This Month
- III. Financials**
  - No Financials This Month
- IV. New Business**
  - New Equipment Appraisal
  - Out of Field Waiver Approvals
  - SIP Approval
- V. Old Business**
  - 2013-2014 Board Meeting Calendar Discussion
- VI. Open Forum**
- VII. Adjournment**

**TeleConference:**

1-888-468-4640

Participation code: 2101936#

◀ *Next Meeting: TBD* ▶

# MEETING MINUTES

**Name of Foundation:** Four Corners Charter School, Inc.  
**Board Meeting:** September 16, 2013

**School(s):** Four Corners Charter School

*The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.*

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
09.16.13	9:27 a.m.	9:45 a.m.	TBD	TBD	M. Schrader
<b>Meeting Location:</b>					
Four Corners Charter School 9100 Teacher Lane, Davenport, FL 33837					

<b>Attended by:</b>	
Jay Wheeler, Chairman Kelvin Soto, Director Bill Mathias, Director  Absent: Tod Howard, Director Tim Weisheyer, Director Barbara Horn, Director	Myrna Laine-Hyppolite, Sr. Director of FP & A, CSUSA Denise Thompson, Principal, FCCS Melissa Schrader, Governing Board Coordinator, CSUSA Gary Sermersheim, Osceola School District Sonia Esposito, Osceola School District Richard Ross, Sr. Financial Analyst, CSUSA Rob Crane, Asst. Director of Facilities, CSUSA Ron LaFoy, HVAC Manager, CSUSA Dan Capolla, Facilities, CSUSA Cherish Benedict, Esq., Brown, Garganese, Weiss & D'Agresta, P.A.
<b>Highlights:</b>	

## **CALL TO ORDER**

Pursuant to public notice, the meeting commenced at 9:27 a.m. with a Call to Order by Chairman Wheeler. Roll call was taken and quorum was established.

### **I. ADMINISTRATIVE**

#### Approval of Minutes from July 16, 2013

Chairman Wheeler asked the Board to review the minutes from the July 16, 2013 Governing Board meeting and note any corrections or modifications. The minutes stand.

**Motion made by Mr. Howard with a second by Mr. Weisheyer to approve the May 14, 2013 Governing Board minutes of the Four Corners Charter School, Inc. The motion was approved unanimously.**

### **II. SCHOOL REPORT**

- Ms. Denise Thompson reviewed the Four Corners Charter School Report.
- Ms. Thompson reported a total enrollment of 1051 students with a budgeted enrollment of 986.
- Ms. Thompson informed the Board that currently there are no open staffing positions.
- Ms. Thompson then highlighted the recent and upcoming school, PTO and SAC activities.

- Ms. Thompson informed the Board of her need for computers, high-volume printers for each grade level and new furniture.
- Mr. Wheeler instructed Ms. Thompson to get a final count and cost of her needs to present at the next meeting.

### **III. FINANCIALS**

#### **June 2013 Financials**

- Mr. Ross presented the June 30, 2013 Four Corners Charter School Financials.
- Mr. Ross informed the Board of the YTD Actual Total Revenue at \$6,754,751 with a YTD Budget Total Revenue at \$6,558,103.
- Mr. Ross presented the YTD Actual Total Professional Services at \$954,052 with a YTD Budget Total Professional Services at \$909,096.
- Mr. Ross presented the YTD Actual Total Expenses at \$6,769,673 with a YTD Budget Total Expenses of \$6,790,205.
- Mr. Ross presented the YTD Actual Change in Fund Balance of (\$71,846) and a YTD Budget Change in Fund Balance of (\$319,983).

Motion made by Mr. Soto with a second by Mr. Mathias to approve the June 2013 Financials of the Four Corners Charter School, Inc. The motion was approved 3-0 (3 absent).

### **IV. NEW BUSINESS**

#### **2013-2014 Board Meeting Calendar Discussion**

- Ms. Schrader presented the blank 2013-2014 Board Meeting Calendar to the Board and asked which dates they want to have a Board Meeting.
- Mr. Wheeler informed Ms. Schrader that the Osceola District meets the 1<sup>st</sup> and 3<sup>rd</sup> Tuesday of each month and he'd like to follow that schedule to increase chances of quorum.
- The next meeting will be 10/8/2013 at 4:00 pm at Osceola District Office.

### **V. OLD BUSINESS**

- Mr. Wheeler asked the Board if anyone had any Old Business to share. No Old Business was shared.

### **VI. OPEN FORUM**

- Mr. Wheeler asked the Board if anyone had anything to add to Open Forum. Nothing was shared.

**VII. ADJOURNMENT**

Motion made to adjourn the FCCS, Inc. Governing Board meeting. The motion was approved 3-0 (3 absent).

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Jay Wheeler, Chairman

Date: \_\_\_\_\_



# SALES QUOTATION

QUOTE NO.	ACCOUNT NO.	DATE
DSFZ387	9007438	9/23/2013

**BILL TO:**  
 FELIX LUGO  
 6245 N FEDERAL HWY FL 5  
 C/O CHARTER SCHOOLS USA

**SHIP TO:**  
 FOUR CORNERS CHARTER SCHOOL  
 Attention To: FELIX LUGO/IT D  
 9100 TEACHER LN  
 C/O CHARTER SCHOOLS USA

Accounts Payable  
 FORT LAUDERDALE , FL 33308-1998

DAVENPORT , FL 33897-6212  
 Contact: LOUIS  
 DELGADO 954.202.3500

Customer Phone #

Customer P.O. # PRICING GOOD UNTIL  
 9/30

ACCOUNT MANAGER	SHIPPING METHOD	TERMS	EXEMPTION CERTIFICATE
JESS SUTTON 866.339.7394	UPS Ground	MasterCard/Visa Govt	GOVT-EXEMPT

QTY	ITEM NO.	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
22	3017333	LVO TP E531 I5-3230M 500GB 4GB W7 Mfg#: 68852BU Contract: MARKET	625.00	13,750.00
22	3037523	LVO 4YR NBD ONSITE Mfg#: 5WS0A23821 Contract: MARKET	140.00	3,080.00
11	2707523	Electronic distribution - NO MEDIA HP LASERJET PRO 400 M401DW Mfg#: CF285A#BGJ Contract: MARKET	440.00	4,840.00
11	2719361	HPE 3YR 9X5XNBD LJ M401 Mfg#: U5Z49E Contract: MARKET Electronic distribution - NO MEDIA	90.00	990.00
			SUBTOTAL	22,660.00
			FREIGHT	675.97
			TAX	0.00

US Currency

**TOTAL** 23,335.97

CDW Government  
 230 North Milwaukee Ave.  
 Vernon Hills, IL 60061

Fax: 312.705.9175

**Please remit payment to:**  
 CDW Government  
 75 Remittance Drive  
 Suite 1515  
 Chicago, IL 60675-1515



-Prices below include delivery INSIDE your building  
 -Complete installation including trash removal IS shown and can be optional.  
 -THIS PROPOSAL AFFORDS SPECIAL ONE-TIME PRICING FOR THE PRODUCTS AND QUANTITIES LISTED  
 -25% Deposit required. Balance due 30 days after delivery.

Proposed by: Todd Offutt  
 Signature Products, Inc.  
 407-299-0896 Phone  
 407-299-0985 Fax  
 todd@signatureschoolproducts.com

# Four Corners Charter School

Davenport, FL 33896

Manufacturer	Item #	Description	Color	Room #	Qty.	List Price Ea.	Total List Price	Discounted Price Ea.	Total Discounted Price
<b>Cafeteria</b>									
Midwest	TB8D29	Midwest 8' Convertible Bench with coupling device	TBD	Caf 124	10	\$958.00	\$9,580.00	\$656.84	\$6,568.40
<b>Middle School</b>									
Artco Bell	7457-BG	Artco Bell Uniflex chair desk combo	Navy		15	\$163.00	\$2,445.00	\$108.79	\$1,631.85
NPS	6218H	NPS Adjustable Height Stool 19"-27" w/round hardboard seat	Gray		15	\$59.20	\$888.00	\$45.58	\$683.70
<b>Elementary</b>									
Artco Bell	7105-BG	Artco Bell 15.5" Uniflex chair w/Boots	Navy		10	\$59.60	\$596.00	\$37.99	\$379.90
Artco Bell	7107-BG	Artco Bell 17.5" Uniflex chair w/Boots	Navy		10	\$67.00	\$670.00	\$43.50	\$435.00
Artco Bell	1230-BG	Artco Bell 30x60 activity Table w/Boots	TBD		3	\$203.00	\$609.00	\$167.95	\$503.85
Safco	SAF 9221GRR	Safco 36 Bin Steel Lit Rack - 37 1/2 x 12 3/4 x 36 1/2 inches	Gray		3	\$494.00	\$1,482.00	\$407.55	\$1,222.65
HON	HS60ABC.P	60"Hx36"Wx12"D 4-shelf metal bookcase	TBD		6	\$347.00	\$2,082.00	\$134.18	\$805.08
HON	HS42ABC.P	42"Hx36"Wx12"D 3-shelf metal bookcase	TBD		3	\$230.00	\$690.00	\$88.93	\$266.79
<b>Project Total List:</b>							<b>\$19,042.00</b>		

<b>Project Discounted Total:</b>	<b>\$12,497.22</b>
<b>Required 25% Deposit:</b>	<b>\$3,124.31</b>

\*\*To accept the products and prices above as your final selection for this project, please sign below:

Sign \_\_\_\_\_

Print \_\_\_\_\_ Date \_\_\_\_\_

# Out Field Report

TEACHER	OUT OF FIELD ASSIGNMENT	CURRENT CERTIFICATION	OUT OF FIELD ASSIGNMENT DATE
Avent, Margaret	ESOL Compliance	Prof. Elem. Ed (K-6)	8/9/2010
Baksh, Saffiya	ESOL Compliance	Temp. Cert. MS Math 5-9	8/1/2013
Beisel, Alejandra	ESOL Compliance	Temp. Pre-K/Primary	8/6/2012
Martin, Jennifer	ESOL Compliance	Temp. Cert. English 6-12	9/30/2013
Bullard, Crystal	ESOL Compliance	Temp. Pre.-K/Primary	8/8/2011
Camacho, Shontal	ESOL Compliance	Temp. Pre-K/Primary	8/16/2012
Detres, Cynthia	ESOL Compliance	Temp. Elem Ed. K-6	8/5/2013
Goldman, Brittany	ESOL Compliance	Prof. Cert. English 6-12	8/1/2013
Hammon, Suzanne	ESOL Compliance	Prof. Ed. K-6	9/3/2013
Holmes, Michelle	ESOL Compliance	Temp. Elem. Ed. Pre-K - Primary 3	8/1/2013
Lumley, Katherine	ESOL Compliance	Prof. Cert English 5-9	8/1/2013
Mawatari, Leslie	ESOL Compliance	Temp. Cert. S0cial Science 6-12	8/1/2013
Moses, Tera	ESOL Compliance	Temp. General Science	8/6/2012
Peña, Zeidy	ESOL Compliance	Temp. Elem. Ed	8/6/2012
Redillo, Carla	ESOL Compliance	Prof. Elem. Ed (K-6)	8/1/2013
Richards, Jennifer L	ESOL Compliance	Prof. Elem. Ed (K-6)	8/6/2012
Charter School Name:			Board Meeting Date:
Four Corners Charter School			9/12/2013



**I. Current School Status:**

**A. School Information:**

**1. School-Level Information:**

- a. **School:** Four Corners Charter School
- b. **Principal's name:** Denise Thompson
- c. **School Advisory Council chair's name:** L'Tasha Huyghue
- d. **Names and position titles of the School-based Leadership Team (SBLT):**

Name	Title
Joe Childers	Dean

**2. District-Level Information:**

- a. **District:** Osceola
- b. **Superintendent's name:** Mrs. Melba Luciano
- c. **Date of school board approval of SIP:** 10/01/2013

**B. 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).**

**1. Describe the membership of the SAC including position titles:**

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.

**2. Describe the involvement of the SAC in the 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.

**3. Describe the activities of the SAC for the upcoming school year:**

SAC Mini Conferences

**4. Describe the projected use of school improvement funds and include the amount allocated to each project:**

No funds generated.

**5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:**

In Compliance

**6. If no, describe the measures being taken to comply with SAC requirements:**

**C. 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).**

**1. Administrators:**

- a. **# Administrators:** 1
- b. **# Receiving Effective rating or higher:** (not entered because basis is < 10)
- c. **For each of your school's administrators (principal and all assistant principals), complete the following fields:**

Administrator	Credentials	Performance Record
Denise Thompson Principal	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)  Years as Administrator: 8 Years at Current School: 8	"A" school six consecutive years. 2007-08 through 2012-13.
Asst Principal	Years as Administrator: Years at Current School:	

**2. Instructional Coaches:**

- a. **# Instructional Coaches:** 1
- b. **# Receiving Effective rating or higher:** (not entered because basis is < 10)
- c. **For each of your school's instructional coaches, complete the following fields:**

Coach	Credentials	Performance Record
Cathy Ness Part-time District-based Areas: Reading/Literacy, Mathematics, Data	Bachelors Degree, Elem Ed. K-6, ESOL k-12. Reading Endorsed  Years as Coach: 2 Years at Current School: 6	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.

**3. Classroom Teachers:**

- a. **# of classroom teachers:** 49
- b. **# receiving effective rating or higher:** , 0%

- c. # **Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):** 54, 110%
  - d. # **certified in-field, pursuant to Section 1012.2315(2), F.S.:** 44, 90%
  - e. # **ESOL endorsed:** 42, 86%
  - f. # **reading endorsed:** 10, 20%
  - g. # **with advanced degrees:** 7, 14%
  - h. # **National Board Certified:** 4, 8%
  - i. # **first-year teachers:** 5, 10%
  - j. # **with 1-5 years of experience:** 26, 53%
  - k. # **with 6-14 years of experience:** 22, 45%
    - l. # **with 15 or more years of experience:** 5, 10%
- 4. Education Paraprofessionals, pursuant to s. 1012.01(2)(e):**
- a. # **of paraprofessionals:** 8
  - b. # **Highly Qualified, as defined in 20 U.S.C. § 6319(c):** 8, 100%
- 5. Other Instructional Personnel:**
- a. # **of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals:** 0
  - b. # **receiving effective rating or higher:** (not entered because basis is < 10)
- 6. 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).
- a. **Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include 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.
- 7. 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).
- a. **Describe your school's 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.
- D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).
- 1. **Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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.
  - 2. **What is the function and responsibility of each school-based leadership team member as related to the school's 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 continous 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
  - 3. **Describe the 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.
  - 4. **Describe the 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 (e.g., behavior, attendance):**  
 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
  - 5. **Describe the 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.

**E. 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).

**1. Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program	2,160	Instruction in core academic subjects
Strategy Description	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.	
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 Type	Minutes Added to School Year	Purpose
Weekend Program	720	Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
Strategy Description	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.	
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 Type	Minutes Added to School Year	Purpose
Weekend Program	1,920	Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
Strategy Description	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.	
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.	

**F. Literacy Leadership Team (LLT):**

**1. Identify the names and position titles of the members of your school-based LLT:**

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

**2. Describe how the school-based LLT functions (e.g., meeting processes, roles, 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.

**3. What will be the major initiatives of the LLT this year?:**

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.

**G. Every Teacher Contributes to Reading Improvement:**

**1. Describe 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.

**H. 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).

**1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:**

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.

**I. 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).

**1. How does the school incorporate 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.

**2. How does the school promote 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.

**3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:**

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

**I. 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).

**A. Area 1: Reading:**

**1. Annual Measurable Objectives (AMOs) - Students scoring at or above 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%

**2. 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%

**3. 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			

**4. 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%

**5. 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%

**6. Postsecondary readiness:**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**B. 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			

**C. Area 3: Mathematics:**

**1. Elementary and Middle School Mathematics:**

**a. Annual Measurable Objectives (AMOs) - students scoring at or above 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%

**b. 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%

**c. 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			

**d. 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%

**2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):**

	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%

**3. High School Mathematics:**

**a. Annual Measurable Objectives (AMOs) - students scoring at or above 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%

**b. 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			

**c. Learning Gains:**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

**d. Postsecondary readiness:**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**4. Algebra I End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	9	36%	33%
Students scoring at or above Achievement Level 4	16	64%	67%

**5. Geometry End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**D. Area 4: Science:**

**1. Elementary School Science:**

**a. 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%

**b. 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			

**2. Middle School Science:**

**a. 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%

**b. 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			

**3. High School Science:**

**a. 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			

**4. Biology I End-of-Course Assessment (EOC):**

	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%

**E. Area 5: Science, Technology, Engineering, and Mathematics (STEM):**

**1. 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%

**2. High schools:**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

**F. 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%

**G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):**

**1. U.S. History End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**2. Civics End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**H. Area 8: Early Warning Systems:**

**1. 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%

**2. 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%

**3. High School Indicators:**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**4. Graduation:**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

**I. Area 9: Parent Involvement:**



1. **Describe parental involvement targets for your school:**  
Our goal is to increase our parental involvement by 30 % this year.

2. **Specific Parental Involvement Targets:**

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

J. **Area 10: Additional Targets:**

1. **Description of additional targets:**

2. **Specific Additional Targets:**

K. **Problem Solving:**

<b>Goal:</b>	<b>60% of students in lowest 25% will make a learning gain in mathematics.</b>			
Supported Areas:	Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle Learning Gains			
Resources	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.			
Monitor Goal	<b>Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
	Principal, Dean, CRT, Teachers	Use test data to ensure students are making progress.	Quarterly	Data Chats, Benchmark Data, FCAT

**Selected Barrier:** Parent permission to increase academic minutes in lieu of a special.

**Strategy:** Provide additional minutes in academic content area of weakness.

Action Step: Who	What	When	Evidence
MS Math Teachers	Provide additional instructional time for students in the lowest 25%.	Year Round	Benchmark, FCAT
<b>Monitor Fidelity</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
CRT, Principal, Dean	Ensure student scores are increasing with intensive classes by completing walkthrough observations.	Weekly	Observation form
<b>Monitor Effective</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
Principal, Dean, CRT, Teachers	Ensure scores are increasing due to increased time.	Regularly	Benchmark Data, FCAT, Formative Assessments

**Selected Barrier:** Absences

**Strategy:** Provide resources that students can continue to work on when absent.

Action Step: Who	What	When	Evidence
Teachers, CRT, Administration	Provide online resources, such as Plato and Study Island.	Duration of Year	Test results from specific web-based program.
<b>Monitor Fidelity</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
Administration, CRT	Ensure programs are being used in an effective manner.	Duration of Year	Teachers provide documentation through lesson plans on proper implementation.
<b>Monitor Effective</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
Teacher, CRT, Administration	Ensure that student results correspond with formative and benchmark data.	Duration of Year	Compare data from programs with benchmark data.

<b>Goal:</b>	<b>63% of 4th and 8th Grade Students will score a 3.5 on the FCAT Writes.</b>			
Supported Areas:	Writing			
Resources	Top Choice Writing Curriculum			
Monitor Goal	<b>Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
	Teachers, Administration, CRT	Monitor results from formative assessments.	Quarterly	Results from Formative Assessment

**Selected Barrier:** New curriculum program

**Strategy:** Monitor curriculum implementation throughout the school year.

Action Step: Who	What	When	Evidence
CRT, Administration	Conduct walkthrough's to ensure curriculum is being implemented with fidelity.	Duration of Year	Provide specific feedback based on curriculum implementation.
<b>Monitor Fidelity</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
CRT, Administration	Conduct walkthrough observations to ensure proper implementation.	Duration of Year	Specific Feedback through observation tool.
<b>Monitor Effective</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
Teachers, Administration, CRT	Create uniform formative assessments to monitor student progress.	Quarterly	Results from Formative Assessment

<b>Goal:</b>	<b>62% of 5th and 8th Grade Students will score at a level 3 or above on FCAT Science.</b>			
Supported Areas:	Science, Science - Elementary School, Science - Middle School, Science - High School, Science - Biology 1 EOC			
Resources	Hands-On Lab Activities			
Monitor Goal	<b>Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
	Teacher, CRT, Administration	Analyze data and monitor growth from formative assessment and benchmark testing.	Duration of Year	Benchmark Results, Formative Assessment Results

<b>Selected Barrier:</b> Lack of Student Interest in Subject Area				
<b>Strategy:</b> Increase engagement level for students in science.				
<b>Action Step: Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Science Teachers, CRT	Create hands-on, engaging lessons for science classes.	Duration of Year	Lessons are presented to Administration through lesson planning before implementation.	
Administration	Purchase additional resources that will increase hands-on opportunities for students.	Before School Year	Receipt of Materials	
<b>Monitor Fidelity</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Administration, CRT	Conduct walkthrough observations, and monitor lesson plans.	Duration of School year	Provide specific feedback through observations and lesson plan template.	
<b>Monitor Effective</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Teacher, CRT, Administration	Gauge relationship between hands-on activities and standards based assessment.	Post-Assessment	Benchmark Data, Formative Assessment	

<b>Goal:</b>	<b>65% of Students will score at or above proficiency of FCAT 2.0.</b>			
Supported Areas:	Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle FAA, Math - Elementary and Middle Learning Gains, Math - Middle School Acceleration, Math - High School, Math - High School AMO's, Math - High School Postsecondary Readiness, Algebra 1 EOC, Geometry EOC			
Resources	Web-Based Programs			
Monitor Goal	<b>Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>
	Teachers, CRT, Administration	Analyze results of formative assessments and benchmarks to gauge progress.	Duration of Year	Data Chats and proof of differentiation.

<b>Selected Barrier:</b> Lack of basic math skills				
<b>Strategy:</b> Offer intensive math classes to close academic gaps.				
<b>Action Step: Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Teacher, CRT	Use research based and standards based curriculum to increase student achievement in students who are not proficient.	Duration of Year	Lesson Plans with specific reference to resources and standards.	
<b>Monitor Fidelity</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Administration, CRT	Conduct walkthrough observations and analyze lesson plans.	Duration of Year	Specific Feedback through lesson plans and observation tool.	
<b>Monitor Effective</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Teachers, Administration, CRT	Provide students with standards-based Formative Assessments to show learning gains.	Duration of School Year	Uniform formative assessments and benchmark tests	

<b>Selected Barrier:</b> Need for individualized education and differentiation.				
<b>Strategy:</b> Provide Data-Driven instruction for math curriculum.				
<b>Action Step: Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Teachers, CRT, Administration	Use data to identify weakness, and provide individualized educational opportunities for all students.	Duration of Year	Show evidence of grouping in lesson plans	
<b>Monitor Fidelity</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Administration, CRT	Monitor effectiveness of data-driven instruction.	Duration of Year	Provide specific feedback through observations and lesson plan templates.	
<b>Monitor Effective</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>	
Teachers, CRT, Administration	Find correlation between individualized education and test results.	Quarterly	Benchmark Results, Formative Assessments	

<b>Goal:</b>	<b>64% of students will perform at or above proficiency in reading on FCAT.</b>			
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - FAA, Reading - Learning Gains, Reading - CELLA, Reading - Postsecondary Readiness			
Resources	New Standards Based Curriculum (Wonders) Web-Based resources			
Monitor Goal	<b>Who</b>	<b>What</b>	<b>When</b>	<b>Evidence</b>

Teacher, Administration, CRT	Hold Data Chats to discuss progress throughout grade levels.	Quarterly	Meeting Log, Assessment Results
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**Selected Barrier:** Lack of students reading outside of the classroom to enhance fundamental skills.

**Strategy:** Implement and monitor school-wide reading challenge of 50 grade level books during the school year.

Action Step: Who	What	When	Evidence
Administration, CRT, Teachers	Present goals of reading challenge to all students and teachers.	Beginning of School Year	Reading Challenge information posted in classroom.
Monitor Fidelity	What	When	Evidence
Administration, CRT	Ensure teachers are monitoring reading challenge, and participating in the teacher reading challenge.	Duration of Year	Specific feedback through observations and lesson plans.
Monitor Effective	What	When	Evidence
Teacher, Administration, CRT	Monitor learning gains through Benchmark and formative assessments.	Duration of Year	Benchmark Results

**Selected Barrier:** Lack of students reading outside of the classroom to enhance fundamental skills.

**Strategy:** Provide individualized remediation to improve fundamentals.

Action Step: Who	What	When	Evidence
Teachers	Provide web-based resources to students through Edmentum.	Duration of Year	Lesson Plans
Monitor Fidelity	What	When	Evidence
Administration, CRT	Conduct observations to ensure the program is being implemented.	Duration of Year	Specific Feedback through observation tool and lesson plans.
Monitor Effective	What	When	Evidence
Teacher, CRT, Administration	Monitor results of benchmark and formative assessments to ensure programs are leading to learning gains.	Duration of Year	Benchmark Data, Edmentum Data

**I. 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).**

**A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your 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.

**V. Professional Development:**

**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.**

**A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

**Item 1: Conduct walkthrough's to ensure curriculum is being implemented with fidelity.**

**1. Related Goal, Barrier and Strategy:**

63% of 4th and 8th Grade Students will score a 3.5 on the FCAT Writes.

New curriculum program

Monitor curriculum implementation throughout the school year.

**2. Topic, focus, and content (action step):** Conduct walkthrough's to ensure curriculum is being implemented with fidelity.

**3. Facilitator or leader:** CRT

**4. Participants (e.g., Professional Learning Community, grade level, schoolwide):**

All Staff

**5. Target dates or schedule (e.g., early release day, once a month):**

Duration of Year

**6. Strategies for follow-up and monitoring, including person responsible:**

Provide specific feedback based on curriculum implementation. Person Responsible: CRT, Administration

**Item 2: Use data to identify weakness, and provide individualized educational opportunities for all students.**

**1. Related Goal, Barrier and Strategy:**

65% of Students will score at or above proficiency of FCAT 2.0.

Need for individualized education and differentiation.

Provide Data-Driven instruction for math curriculum.

**2. Topic, focus, and content (action step):** Use data to identify weakness, and provide individualized educational opportunities for all students.

3. **Facilitator or leader:** Dean of Students
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**  
All Staff
5. **Target dates or schedule (e.g., early release day, once a month):**  
Duration of Year
6. **Strategies for follow-up and monitoring, including person responsible:**  
Show evidence of grouping in lesson plans Person Responsible: Teachers, CRT, Administration

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**Item 3: Present goals of reading challenge to all students and teachers.**

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1. **Related Goal, Barrier and Strategy:**  
64% of students will perform at or above proficiency in reading on FCAT.  
Lack of students reading outside of the classroom to enhance fundamental skills.  
Implement and monitor school-wide reading challenge of 50 grade level books during the school year.
2. **Topic, focus, and content (action step):** Present goals of reading challenge to all students and teachers.
3. **Facilitator or leader:** LLT
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**  
All Staff
5. **Target dates or schedule (e.g., early release day, once a month):**  
Beginning of School Year
6. **Strategies for follow-up and monitoring, including person responsible:**  
Reading Challenge information posted in classroom. Person Responsible: Administration, CRT, Teachers

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**Item 4: Provide web-based resources to students through Edmentum.**

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1. **Related Goal, Barrier and Strategy:**  
64% of students will perform at or above proficiency in reading on FCAT.  
Lack of students reading outside of the classroom to enhance fundamental skills.  
Provide individualized remediation to improve fundamentals.
2. **Topic, focus, and content (action step):** Provide web-based resources to students through Edmentum.
3. **Facilitator or leader:** Edmentum Representative
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**  
Grade Level Representatives
5. **Target dates or schedule (e.g., early release day, once a month):**  
Duration of Year
6. **Strategies for follow-up and monitoring, including person responsible:**  
Lesson Plans Person Responsible: Teachers

**V. Budget:**

- A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:**

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**Item 1: Conduct walkthrough's to ensure curriculum is being implemented with fidelity.**

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1. **Related Goal, Barrier, Strategy, and Action Step:**  
63% of 4th and 8th Grade Students will score a 3.5 on the FCAT Writes.  
New curriculum program  
Monitor curriculum implementation throughout the school year.  
Conduct walkthrough's to ensure curriculum is being implemented with fidelity.
2. **Type of resource:** Evidence-Based Program
3. **Description of resources:** Hands on Science
4. **Funding source:** Internal Funds
5. **Amount needed:** \$1,200.00

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**Item 2: Purchase additional resources that will increase hands-on opportunities for students.**

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1. **Related Goal, Barrier, Strategy, and Action Step:**  
62% of 5th and 8th Grade Students will score at a level 3 or above on FCAT Science.  
Lack of Student Interest in Subject Area  
Increase engagement level for students in science.  
Purchase additional resources that will increase hands-on opportunities for students.
2. **Type of resource:** Evidence-Based Program
3. **Description of resources:** Web-Based Programs
4. **Funding source:** Internal Funds
5. **Amount needed:** \$1,033.00

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**Item 3: Provide web-based resources to students through Edmentum.**

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1. **Related Goal, Barrier, Strategy, and Action Step:**

64% of students will perform at or above proficiency in reading on FCAT.

Lack of students reading outside of the classroom to enhance fundamental skills.

Provide individualized remediation to improve fundamentals.

Provide web-based resources to students through Edmentum.

**2. Type of resource:** Evidence-Based Program

**3. Description of resources:**

**4. Funding source:** Internal Account

**5. Amount needed:** \$18,000.00

**FOUR CORNERS CHARTER SCHOOL, INC.**

**2013-2014 BOARD MEETING SCHEDULE**

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>
09/16/13	9:00 AM	FCCS
10/01/13	4:00 PM	Osceola School Board Office

Osceola School Board Office: 817 Bill Beck Rd., Kissimmee, FL 34744

FCCS: 9100 Teacher Lane, Davenport, FL 33837

\*\*\*MEETING DATES/TIME/LOCATIONS ARE SUBJECT TO CHANGE\*\*\*