

School District of Osceola County, FL

Four Corners Charter School



2018-19 Schoolwide Improvement Plan

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Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

<https://www.fourcornerscharter.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	70%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	A*

School Board Approval

N/A

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

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 Leadership Team

Membership

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

Name	Title
Thompson, Denise	Principal
Childers, Joe	Assistant Principal
Wideman, John	Assistant Principal

Duties

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

Denise Thompson, Joe Childers, and John Wideman

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

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

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	1	2	0	2	0	0	0	0	0	0	0	5
One or more suspensions	1	0	1	0	3	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	7	6	0	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	38	50	39	0	0	0	0	0	0	0	127

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	2	2	2	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	2	0	3	1	0	0	0	0	0	0	0	11
One or more suspensions	1	1	1	0	3	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	2	8	3	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	23	45	37	0	0	0	0	0	0	0	105

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	7	2	1	0	0	0	0	0	0	0	11

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	2	0	3	1	0	0	0	0	0	0	0	11
One or more suspensions	1	1	1	0	3	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	2	8	3	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	23	45	37	0	0	0	0	0	0	0	105

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	7	2	1	0	0	0	0	0	0	0	11

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math lowest 25% learning gains performed the lowest. This has not been a trend.

Which data component showed the greatest decline from prior year?

ELA achievement in ELL

Which data component had the biggest gap when compared to the state average?

Math Achievement

Which data component showed the most improvement? Is this a trend?

ELA has consistently grown the past three years. ESE ELA achievement made the biggest jump from last year to this year.

Describe the actions or changes that led to the improvement in this area.

Effective usage of MTSS process and classroom accommodations for specific populations. Consistency in teachers from grade level to grade level.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	51%	56%	55%	52%	52%
ELA Learning Gains	56%	54%	55%	50%	55%	52%
ELA Lowest 25th Percentile	43%	46%	48%	34%	50%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	55%	54%	62%	51%	53%	58%
Math Learning Gains	58%	56%	59%	49%	56%	58%
Math Lowest 25th Percentile	42%	42%	47%	37%	49%	46%
Science Achievement	52%	51%	55%	45%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	0 (3)	1 (2)	2 (0)	0 (3)	2 (1)	5 (11)
One or more suspensions	1 (1)	0 (1)	1 (1)	0 (0)	3 (3)	2 (1)	7 (7)
Course failure in ELA or Math	0 (0)	0 (0)	7 (2)	6 (8)	0 (3)	0 (0)	13 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	38 (23)	50 (45)	39 (37)	127 (105)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	51%	4%	57%	-2%
	2017	61%	53%	8%	58%	3%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	52%	48%	4%	56%	-4%
	2017	53%	50%	3%	56%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		-9%				
05	2018	56%	50%	6%	55%	1%
	2017	51%	48%	3%	53%	-2%
Same Grade Comparison		5%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	51%	1%	62%	-10%
	2017	67%	56%	11%	62%	5%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	51%	53%	-2%	62%	-11%
	2017	49%	55%	-6%	64%	-15%
Same Grade Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-16%				
05	2018	54%	52%	2%	61%	-7%
	2017	54%	49%	5%	57%	-3%
Same Grade Comparison		0%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	48%	49%	-1%	55%	-7%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	47	31	22	45	45	30				
ELL	32	51	43	32	54	43	35				
BLK	48	60		49	52		53				
HSP	53	53	40	49	56	45	52				
MUL	73			36							
WHT	71	56	40	68	63	50	47				
FRL	54	56	45	50	56	40	52				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	30		31	54						
ELL	41	57	48	49	63	50	38				
ASN	70			80							
BLK	42	53	50	51	63	60	29				
HSP	55	55	43	55	58	47	48				
MUL	50	60		47	55						
WHT	67	55	38	66	58	35	50				
FRL	53	54	45	55	58	49	41				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Strengthen collaborative processes to ensure that learning needs of all students are met.

Rationale Research states that if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.

Intended Outcome

- ESE achievement in math and ELA will increase by 7%
- Lowest 25% gains will increase by 11% in both ELA and Math
- Science achievement will increase by 6 percent
- ELA achievement will increase by 3%
- Math achievement will increase by 4%

Point Person Krista Holycross (kholycross@fourcornerscharter.org)

Action Step

Description

1. School Leadership team will attend county PLC training on July 19
2. Administration created the following PLC's that will be rolled out for the 2018 school year:
Cognitive Engagement Book Study
ELA strategies
STEAM
Character Education
Common Planning
Data Digging
3. The first four will be held on a rotating schedule every Wednesday. Common Planning will take place every Thursday and Data Digging will be held on Tuesdays bimonthly.
4. Staff will be given Professional Development during pre-planning and they will work together with administration to create common expectations and non-negotiable goals that are based on SDOC.
5. Administration and PLC team will use monitoring strategies listed below to mentor teams or staff members who are struggling with the process.
6. Staff members that are struggling will be given leadership roles in PLC development and presentation to sell them on the importance of the process.
7. Adjustments will be made on the PLC's depending on school needs.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

Plan to Monitor Effectiveness

Description School Leadership Team and PLC team will consistently monitor effectiveness by actively participating in the process. SLT will use Stocktake Model every month to report specific data and effectiveness to the principal.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

Activity #2	
Title	Ensure high levels of learning for all students in literacy.
Rationale	Literacy is the foundation for all instruction. An explicit action plan must be in place in order to continue developing education as a whole.
Intended Outcome	<p>ELA achievement will increase by 3%.</p> <p>ELA Learning Gains will increase by 6%</p> <p>ELA Lowest 25 learning gains will increase by 12%</p>
Point Person	Carmen Bauschke (cbauschke@fourcornerscharter.org)
Action Step	
Description	<p>1.Students will participate in Summer Tutoring program in June and July to help prevent summer slide.</p> <p>2.Teachers will receive Professional Development for iReady and usage requirements in July</p> <p>3. Data Dig PLC will be introduced through professional development during Ple-Planning which will map out data usage requirements and expectations. Initial Data Dig PLC will discuss incoming student data from FSA. Data Digging will take place every other Tuesday. Targeted groups such as Low 25, Bubble and Triple Dippers will be identified at this meeting.</p> <p>4. Baseline Assessments for iReady, NWEA and Lexia will take place during August.</p> <p>5. Personal Learning Plans introduced during Professional Development and will be created based on FSA and online program data in August.</p> <p>6. The ELA PLC will meet every 4th Wednesday to share best practices, engage in research based strategies and student data implementation through professional development. The topic of the PLC will changed based on school need.</p> <p>7. Student PLP data will be analyzed and changes will be made quarterly based on student need.</p> <p>8. ELA data will presented each month at the Stocktake meetings.</p> <p>9. Midyear benchmarks will be given in January to assess school progress in ELA achievement goals. Changes to PLC's will be made based on data.</p> <p>10. Follow up Professional Development from iReady will take place during a PD day in January.</p>
Person Responsible	Carmen Bauschke (cbauschke@fourcornerscharter.org)
Plan to Monitor Effectiveness	
Description	<p>Administration and curriculum team will conduct weekly observations and provide feedback based on the area of focus.</p> <p>Data Dig PLC will break down ELA data and make decisions to ensure ELA goals are being met.</p> <p>School Stocktake Model will take place every month to report progress to the principal.</p> <p>ELA PLC will adapt based on the school's needs every 4th Wednesday.</p>
Person Responsible	Carmen Bauschke (cbauschke@fourcornerscharter.org)

Activity #3	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	Math scores have not increased in a manner that will close the math achievement gap. A specific action plan must be put in place to ensure that math achievement moves in a positive direction and at a rate that will successfully close the achievement gap.
Intended Outcome	FSA Math achievement will increase by 7%. FSA Math gains will increase by 4% FSA Lowest 25 gains will increase by 12%
Point Person	Lindsey Hiltunen (lhiltunen@fourcornerscharter.org)
Action Step	

Description	1. Teachers will receive professional development on iReady and usage requirements in July
	2. Data Dig PLC will be introduced through professional development during Ple-Planning which will map out data usage requirements and expectations. Initial Data Dig PLC will discuss incoming student data from FSA. Data Digging will take place every other Tuesday. Targeted groups such as Low 25, Bubble and Triple Dippers will be identified at this meeting.
	3. Baseline Assessments for iReady, NWEA and Lexia will take place during August.
	4. Personal Learning Plans will be introduced through professional development and created based on FSA and online program data in August.
	5. Initial coaching and Professional Development on Number talks, journaling in math and rigorous math task cards will take place in August.
	6. Math best practices and research based instruction professional development will be presented during the STEAM PLC every 4th Wednesday.
	7. Student PLP data will be analyzed and changes will be made quarterly based on student need.
	8. Math data will presented each month at the Stocktake meetings.
	9. Midyear benchmarks will be given in January to assess school progress in Math achievement goals. Changes to PLC's will be made based on data.
	10. Follow up Professional Development from iReady will take place during a PD day in January.
Person Responsible	Lindsey Hiltunen (lhiltunen@fourcornerscharter.org)

Plan to Monitor Effectiveness	
Description	Administration and curriculum team will conduct weekly observations and provide feedback based on the area of focus.
	Curriculum team and administration will analyze math assessments to ensure that they meet the depth of the assessed standard.
	Data Dig PLC will break down Math data and make decisions to ensure Math goals are being met.
	School Stocktake Model will take place every month to report progress to the principal. STEAM PLC will adapt based on the school's needs every 4th Wednesday.
Person Responsible	Lindsey Hiltunen (lhiltunen@fourcornerscharter.org)

Activity #4	
Title	Ensure high levels of science achievement for all students.
Rationale	Elementary schools are assessed solely on 5th grade science. However, this does not mean that science instruction is strictly a 5th grade responsibility. It is imperative that science instruction in an inquiry and hands on model takes place effectively throughout the entire elementary school.
Intended Outcome	NGSSS Science achievement will increase by 6%
Point Person	Chiara Haynes (chaynes@fourcornerscharter.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development from new Science curriculum to administration on July 13, 2018 2. Administration and curriculum team will share Professional Development on new curriculum to 5th grade teachers and K-4 team leads during pre planning. 3. School-led professional development on inquiry based questioning and hands on learning in science for all grade levels during pre-planning. 4. STEAM PLC will be introduced during pre-planning and will meet every 4th Wednesday to discuss best practices K-5 and provide professional development for STEAM implementation. 5. 4th and 5th grade baseline assessment for NWEA science in August. Teachers will create action plans for the PLP in 4th and 5th grade. 6. Create a STEM elective class for 4th and 5th grade students to rotate into biweekly. 7. STEM teacher will use baseline data to push into classes to provide added Science minutes and hands on activities to classes with data that is lower than average. 8. Plan two Science Nights with Orlando Science Center in December and March to provide additional hands on standards based practice. 9. Monitor Quarterly using process below and make necessary adjustments to schedules and frequency of push in intervention from STEM teacher.
Person Responsible	Chiara Haynes (chaynes@fourcornerscharter.org)
Plan to Monitor Effectiveness	
Description	<p>Administration and curriculum team will conduct weekly observations and provide feedback based on the area of focus.</p> <p>Data Dig PLC will break down Science data and make decisions to ensure Sciencegoals are being met.</p> <p>School Stocktake Model will take place every month to report progress to the principal.</p> <p>STEAM PLC will adapt based on the school's needs every 4th Wednesday.</p>
Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)

Activity #5	
Title	Ensure all students receive individualized instruction at their level.
Rationale	The only way to close the achievement gap is to provide instruction at the individual student level, regardless of grade or age. If we only focus on grade level standards, our lowest population will never improve and our highest population will plateau.
Intended Outcome	100% of all incoming Level 4's and 5's will make learning gains in ELA and Math. ELA learning gains will increase by 6% ELA lowest 25 learning gains will increase by 12% Math Learning gains will increase by 4% Math lowest 25% will increase by 12%
Point Person	Joe Childers (jchilders@fourcornerscharter.org)
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide teachers with all critical data points from previous year's FSA during Pre-Planning (Low 25, Bubble, triply dipper, 4's and 5's, etc.) 2. Initial professional development on iReady for ELA and Math during pre-planning, and how to use the program with fidelity. 3. Baseline assessments in NWEA, iReady and Lexia Core 5 in August 4. Data Dig PLC in early September to provide Professional Development and create Personal Learning Plans based on the FSA, NWEA, iReady and Lexia Core 5 data. 5. Professional Development teachers on NWEA Mappers after baseline NWEA assessment in September 6. Professional Development during Data Dig PLC on effective tracking in September and how to implement data from tracking students in the classrooms. 7. Specials teachers and curriculum team will receive professional development on core instruction best practices, pull targeted students weekly beginning in October 8. Begin Targeted Saturday camps for select students starting in October 9. Reassess Action Plans after Midyear Assessments in NWEA, Lexia Core 5 and iReady in January
Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)
Plan to Monitor Effectiveness	
Description	<p>Teachers will check online program usage on a weekly basis and notify parents if the student did not meet the weekly requirements.</p> <p>Bimonthly Data Dig PLC will address online programs, standards tracking and individual growth. Action plans will be developed for teachers who are not moving their kids or have lapses in program usage.</p> <p>Data will be reported to the principal during monthly Stocktake meetings.</p> <p>Students will report out on their PLP's quarterly. Adjustments will be made as needed based on collected data.</p> <p>Midyear NWEA, iReady and FSA benchmark assessments will be broken down and action plans put in place based on areas of concern.</p>
Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school leadership team, along with the school volunteer coordinator and business partner liaison work together to build partnerships with stakeholders outside of the school. The business partner liaison has added new business partners who have graciously donated time, instructional supplies and student incentives to motivate and reward student achievement. Community members and business partners are invited to these events to see the amazing things taking place at Four Corners Charter School. It also provides local businesses the opportunity to share their information with parents and other community members.

PFEF Link

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

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

Responsive Classroom has a social-emotional component embedded within the program. Groups are conducted around various social-emotional issues as the need arises. Our student services coordinator has partnered with different organizations to assist families in transition or those in need of basic necessities. We also have peer mediation to provide students with various social-emotional perspectives.

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. In addition, our students will be data literate, and will understand their growth targets and expectations not only for the school year, but transitioning from one year to the next.

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.

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

We implement STEM and STEAM activities to provide an outlook of an ever changing career field, even for our younger students.

Part V: Budget

Total:

\$50,000.00