

School District of Osceola County, FL

Four Corners Upper School



2018-19 Schoolwide Improvement Plan

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Four Corners Upper School

9160 BELLA CITTA BLVD, Davenport, FL 33896

<http://www.fourcornersupperschool.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	77%

School Grades History

Year	2017-18	2016-17	2015-16
Grade	C	C	C

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

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
Childers, Joe	Assistant Principal
Thompson, Denise	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	0	0	0	0	12	14	11	16	9	14	0	76	
One or more suspensions	0	0	0	0	0	0	6	15	22	12	7	6	0	68	
Course failure in ELA or Math	0	0	0	0	0	0	14	8	2	0	10	2	0	36	
Level 1 on statewide assessment	0	0	0	0	0	0	133	105	121	98	113	8	0	578	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	13	9	11	6	11	3	0	53	

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	6	11	5	1	1	0	0	24	

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	6	11	5	1	1	0	0	24	

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 Achievement was the lowest in 2018 with 34%. Yes, this is a trend, as math achievement was the lowest in 2017 with 39%.

Which data component showed the greatest decline from prior year?

School wide Social Studies Achievement went from 70% in 2017 to 57% in 2018. (13% difference). It is also important to note within the EOC courses, Biology had the greatest decline with a 42% decline from 93% in 2017 to 51% in 2018.

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

Science Achievement had the biggest gap with 41% compared to the state's 67% (26% difference)

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

ELA Lowest 25th Percentile showed the most improvement from 2017 to 2018

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

The use of pullouts for the lowest 25th percentile students for more small group targeted instruction in deficient areas.

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	49%	56%	56%	46%	50%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	50%	54%	53%	45%	42%	46%
ELA Lowest 25th Percentile	47%	47%	44%	43%	33%	38%
Math Achievement	34%	39%	51%	44%	42%	43%
Math Learning Gains	38%	40%	48%	41%	40%	39%
Math Lowest 25th Percentile	38%	46%	45%	42%	36%	38%
Science Achievement	41%	67%	67%	45%	69%	65%
Social Studies Achievement	57%	70%	71%	61%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	12 (1)	14 (2)	11 (1)	16 (0)	9 (2)	14 (0)	0 (0)	76 (6)
One or more suspensions	6 (2)	15 (3)	22 (3)	12 (2)	7 (3)	6 (0)	0 (0)	68 (13)
Course failure in ELA or Math	14 (6)	8 (13)	2 (5)	0 (1)	10 (0)	2 (0)	0 (0)	36 (25)
Level 1 on statewide assessment	133 (66)	105 (68)	121 (52)	98 (63)	113 (40)	8 (0)	0 (0)	578 (289)

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
06	2018	44%	46%	-2%	52%	-8%
	2017	47%	47%	0%	52%	-5%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	48%	46%	2%	51%	-3%
	2017	44%	49%	-5%	52%	-8%
Same Grade Comparison		4%				
Cohort Comparison		1%				
08	2018	46%	52%	-6%	58%	-12%
	2017	54%	48%	6%	55%	-1%
Same Grade Comparison		-8%				
Cohort Comparison		2%				
09	2018	53%	47%	6%	53%	0%
	2017	40%	48%	-8%	52%	-12%
Same Grade Comparison		13%				
Cohort Comparison		-1%				
10	2018	33%	49%	-16%	53%	-20%
	2017	42%	47%	-5%	50%	-8%
Same Grade Comparison		-9%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	30%	43%	-13%	52%	-22%
	2017	35%	41%	-6%	51%	-16%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2018	41%	29%	12%	54%	-13%
	2017	27%	28%	-1%	53%	-26%
Same Grade Comparison		14%				
Cohort Comparison		6%				
08	2018	19%	43%	-24%	45%	-26%
	2017	28%	47%	-19%	46%	-18%
Same Grade Comparison		-9%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	33%	42%	-9%	50%	-17%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	68%	-17%	65%	-14%
2017	93%	69%	24%	63%	30%
Compare		-42%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	70%	-13%	71%	-14%
2017	65%	74%	-9%	69%	-4%
Compare		-8%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	47%	61%	-14%	68%	-21%
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	38%	52%	-14%	62%	-24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	35%	46%	-11%	60%	-25%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	28%	39%	-11%	56%	-28%
2017	44%	43%	1%	53%	-9%
Compare		-16%			

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	15	30	25	9	29	36	22	26			
ELL	27	42	46	19	33	34	24	22			
ASN	63	50		59	53						
BLK	34	43	29	24	35	27	24	50			
HSP	46	50	52	32	36	39	42	54	61		
MUL	63	39		31	47						
WHT	59	57	52	43	42	33	43	65	50		
FRL	44	47	47	32	36	38	36	55	50		
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	10	38	38	9	33	35	8	20			
ELL	29	48	44	22	31	30	36	48	50		
ASN	80	73		80	64						
BLK	38	51	38	31	33	29	45	61	64		
HSP	46	53	45	34	39	37	43	68	50		
MUL	59	29		29	27						
WHT	60	59	46	49	46	66	59	77	62		
FRL	45	52	42	37	39	38	42	66	57		

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, best practices and monitoring progress to guide instruction, then student achievement will increase.
Intended Outcome	<p>ELA Achievement will increase by 9% (from 49% in 2018 to 58% in 2019)</p> <p>Math Achievement will increase by 11% (from 34% in 2018 to 45% in 2019)</p> <p>Science Achievement will increase by 14% (from 41% in 2018 to 56% in 2019)</p> <p>Social Studies Achievement will increase by 6% (from 57% in 2018 to 63% in 2019)</p>
Point Person	Krista Holycross (kholycross@fourcornerscharter.org)
Action Step	
Description	<p>1.School Leadership team will attend county PLC training on July 19. From this training, we will organize/create PLCS focused around the following: cognitive Engagement Book Study, ELA best practices/strategies, STEAM/STEM integration strategies, and social emotional learning. Wednesdays have been blocked off for these professional developments to occur on an ongoing basis. They will be lead by team leads, members of the school leadership team, dean of curriculum, curriculum specialist, and/or curriculum resource teacher.</p> <p>2. School leadership team will increase opportunities for common planning to occur for faculty/staff members on an ongoing basis at least twice a month. This will allow faculty/ staff members the opportunity to collaborate and plan more effectively. This will be monitored by the Dean of Curriculum, Curriculum Specialist, and/or Curriculum Resource Teacher.</p> <p>3.Faculty/staff members will be involved in data digs using iReady assessment data, NWEA reports, benchmarks, FSA scores, and teacher gradebooks. The School leadership team will sit in on these meeting and faculty/staff will share their findings and a plan of action to show growth for students. This will be done every 5 to 6 weeks.</p>
Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)
Plan to Monitor Effectiveness	
Description	School Leadership Team (SLT) 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	John Wideman (jwideman1@fourcornerscharter.org)

Activity #2	
Title	Ensure high levels of learning for all students in literacy
Rationale	In multiple studies and policy reports, literacy (or the lack of literacy) has been closely linked to dropout rates, discipline issues, grades, employability, success in higher education, civic participation, and 21st-century skills. Indeed, literacy is essential for success in almost every area of life. Literacy is far more than the ability to read and write basic text. Rather, literacy is the ability to read, write, speak, listen, and think in order to learn, communicate, and make meaning of increasingly complex print and online texts. Literacy and content learning are deeply intertwined. If one struggles as a reader or writer, it is nearly impossible to succeed academically.
Intended Outcome	<p>ELA proficiency and gains will increase for all sub groups by 4%, which will help reach the overall ELA Achievement goal of 58%.</p> <p>Increase teacher knowledge and implementation of best practices in regards to literacy and literacy instruction</p> <p>Increase parent knowledge of collected data points in regards to literacy specifically</p>
Point Person	Shontel Camacho (shcamacho@fourcornerscharter.org)
Action Step	
Description	1. Faculty/staff will participate in data interpretation sessions with multiple data point analysis on an ongoing basis whenever new data is presented such as after an iReady administration or NWEA testing window or benchmarks. These data interpretation will be headed by the curriculum specialist (CS), dean of curriculum (DC), curriculum resource teacher (CRT), and math coach (MC).
	2. Faculty/staff will have standard based formative assessments prepared for them to utilize to collect data on student performance for specific standards. These assessment will be created in Unify and can be easily assessed for use. Benchmarks are already created for benchmark testing windows. this was done during the summer. Faculty/staff members have access to the testing bank in Unify to create assessments that can be used in their class as well. Assessing students will be ongoing throughout the school year. The DC will be assisting teachers with the Unify created assessments that will be as benchmarks.
	3. During department meeting, team leads will reinforce the use of rubrics to align assessment rigor/cognitive engagement for students. This will be ongoing throughout the year. By using rubrics, students and parents know what is expected to them.
	4. Members of the ESE, ESOL, and RTI/MTSS team will provide strategies to faculty/staff to increase proficiency in ELA on an ongoing basis. They will send out strategies/best practices via email to faculty/staff that will benefit not only the students that they serve, but all students. Faculty/staff member will incorporate these strategies into their classroom instruction.
	5. I-Ready and Achieve 3000 will be used by faculty/staff on an ongoing basis throughout the year. The DC, CS, or CRT will be monitoring usage and ensure that faculty members receive training on how to effectively utilize these instructional software programs to impact student performance. These instructional software programs will be used to provide targeted small group instruction for students that were identified level 1 and 2's on FSA. These students will be pulled weekly by the reading interventionist.

6. Faculty/staff members will be expected to provide differentiated instruction for all students on an ongoing basis. Professional development will be offered to address this area as a whole group and then targeted for faculty/staff members that need additional support in this area. Peer observations (Teachers to teacher) will be used to assist in this process as well. As the school leadership team conduct walkthroughs, this will be an area of focus to ensure students are learning.

7. A parent night specifically focused on understanding and analyzing data points involving literacy will occur after the first quarter. During this parent night, parents and students will have the opportunity to learn more about the iReady assessment and NWEA RIT score. They will be provided with resources that they can use to support learning at home. After the parent night, best practices and resources in regards to literacy will be shared with parents on an ongoing basis via parent links/emails.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

Plan to Monitor Effectiveness

Description School Leadership Team (SLT) will be updated by literacy point person; SLT will use Stocktake Model every month to analyze literacy progress towards goal; using i-Ready, Lexia, and Achieve 3000 data tracking/reports; common planning sessions; data chats

Person Responsible Denise Thompson (dthompson@fourcornerscharter.org)

Activity #3	
Title	Ensuring high levels of mathematics achievement for all students
Rationale	Mathematical problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work with authentic situations and approach problem solving in various ways using mathematical principles and concepts
Intended Outcome	Math proficiency and gains will increase for all sub groups by 5%, which will help reach the overall Math Achievement goal of 46% Increase teacher knowledge and implementation of best practices in regards to mathematical instruction Increase parent knowledge of collected data points in regards to mathematics
Point Person	Pamela Ocasio (pocasio@pinecrestfourcorners.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. School leadership team will look for ways to Increase instructional minutes in mathematics instructions by viewing the master schedule. This is especially important for students that started the school year off not on grade level (identified by FSA scores of 1 and 2s). This will be done by the school leadership team and the master scheduler before teachers return back to work. In addition to the increased instructional minutes during school, identified students will e invited to tutoring session after school and/or Saturdays. 2. School leadership team will work hard to ensure that all math vacancies are filled before the start of school. The goal is to hire and retain highly qualified teachers to ensure students receive quality mathematical instructions. This will be done by attending hiring fairs and staying in constant contact with our HR department. Not only will we be looking for teachers, but also, individuals that can tutor students during our after school and/or Saturday tutoring program.. 3. During the math professional developments/common planning, faculty/staff members will cover the following topics: Rigorous questioning in math classes that prompt cognitive student engagement, how to increase hands-on/collaborative activities in math classes, developing mathematical academic vocabulary to promote understanding, and using STEM activities into math lessons to increase real life application skills. The math coach, dean of curriculum, curriculum specialist, and/or curriculum resource teacher will lead these sessions. The school leadership team will support their efforts. This will be done on a weekly basis. Following the sessions, teacher will be expected to incorporate these ideas into their classroom instruction. Walkthroughs by the math coach, dean of curriculum, curriculum specialist, and/or curriculum resource teacher will occur to monitor implementation. After the walkthroughs, follow up conferences will teachers will occur. 4. Faculty/staff will participate in data interpretation sessions with multiple data point analysis on an ongoing basis whenever new data is presented such as after an iReady administration or NWEA testing window or benchmarks. These data interpretation will be headed by the curriculum specialist (CS), dean of curriculum (DC), curriculum resource teacher (CRT), and math coach (MC). 5. Faculty/staff will have standard based formative assessments prepared for them to utilize to collect data on student performance for specific standards. These assessments will be created in Unify and can be easily assessed for use. Benchmarks are already created for benchmark testing windows. This was done during the summer. Faculty/staff members have access to the testing bank in Unify to create assessments that can be used

in their class as well. Assessing students will be ongoing throughout the school year. The DC will be assisting teachers with the Unify created assessments that will be as benchmarks.

6. During department meeting, team leads will reinforce the use of rubrics to align assessment rigor/cognitive engagement for students. This will be ongoing throughout the year. By using rubrics, students and parents know what is expected to them.

7. Members of the ESE, ESOL, and RTI/MTSS team will provide strategies to faculty/staff to increase proficiency in ELA on an ongoing basis. They will send out strategies/best practices via email to faculty/staff that will benefit not only the students that they serve, but all students. Faculty/staff member will incorporate these strategies into their classroom instruction.

8. I-Ready will be used by faculty/staff on an ongoing basis throughout the year. The DC, CS, or CRT will be monitoring usage and ensure that faculty members receive training on how to effectively utilize these instructional software programs to impact student performance. This instructional software program will be used to provide targeted small group instruction for students that were identified level 1 and 2's on FSA.

9. Faculty/staff members will be expected to provide differentiated instruction for all students on an ongoing basis. Professional development will be offered to address this area as a whole group and then targeted for faculty/staff members that need additional support in this area. Peer observations (Teachers to teacher) will be used to assist in this process as well. As the school leadership team conduct walkthroughs, this will be an area of focus to ensure students are learning.

10. A parent night specifically focused on understanding and analyzing data points involving mathematics will occur after the first quarter. During this parent night, parents and students will have the opportunity to learn more about the iReady assessment and NWEA RIT score. They will be provided will resources that they can used to support learning at home. After the parent night, best practices and resources in regards to math will be shared with parents on an ongoing basis via parent links/emails.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

Plan to Monitor Effectiveness

Description School Leadership Team (SLT) will be updated by math point person; SLT will use Stocktake Model every month to analyze mathematics progress towards goal; i-Ready data tracking; common planning sessions; data chats with SLT

Person Responsible Joe Childers (jchilders@fourcornerscharter.org)

Activity #4	
Title	Ensuring high level of science achievement for all students
Rationale	Studying science is important, because it teaches an understanding of natural phenomena. Science aims to stimulate our natural curiosity in finding out why things happen in the way they do. It teaches methods of inquiry and investigation to stimulate creative thought. As children grow up in an increasingly technologically and scientifically advanced world, they need to be scientifically literate to succeed.
Intended Outcome	To increase science achievement 15%
Point Person	Pamela Ocasio (pocasio@pinecrestfourcorners.com)
Action Step	<p>1. School leadership team will look for ways to Increase opportunities for students to explore science content outside of the classroom instruction through field trips and after school and/or Saturday tutoring sessions. This is especially important for students that didn't pass the Biology EOC and 8th grade Science FSA. The leadership team will have conversations with science teachers to provide these extended learning opportunities to students.</p> <p>2. During the science professional developments/common planning, faculty/staff members will cover the following topics: using interactive notebooks, how to increase hands-on/ collaborative activities in science classes using task cards, developing scientific academic vocabulary to promote understanding, and using STEM activities to increase student-led investigative labs that lead to real life application skill development. The dean of curriculum, curriculum specialist, and/or curriculum resource teacher will lead these sessions. The school leadership team will support their efforts. This will be done on a weekly basis. Following the sessions, teacher will be expected to incorporate these ideas into their classroom instruction. Walkthroughs by the dean of curriculum, curriculum specialist, and/or curriculum resource teacher will occur to monitor implementation. After the walkthroughs, follow up conferences will teachers will occur.</p>
Description	<p>3. Faculty/staff will participate in data interpretation sessions with multiple data point analysis on an ongoing basis whenever new data is presented such as after a NWEA testing window or benchmarks. These data interpretation will be headed by the curriculum specialist (CS), dean of curriculum (DC), and curriculum resource teacher (CRT).</p> <p>4. Faculty/staff will have standard based formative assessments prepared for them to utilize to collect data on student performance for specific standards. These assessments will be created in Unify and can be easily assessed for use. Benchmarks are already created for benchmark testing windows. This was done during the summer. Faculty/staff members have access to the testing bank in Unify to create assessments that can be used in their class as well. Assessing students will be ongoing throughout the school year. The DC will be assisting teachers with the Unify created assessments that will be as benchmarks.</p> <p>5. Members of the ESE, ESOL, and RTI/MTSS team will provide strategies to faculty/staff to increase proficiency in ELA on an ongoing basis. They will send out strategies/best practices via email to faculty/staff that will benefit not only the students that they serve, but all students. Faculty/staff member will incorporate these strategies into their classroom instruction.</p>

6. Faculty/staff members will be expected to provide differentiated instruction for all students on an ongoing basis. Professional development will be offered to address this area as a whole group and then targeted for faculty/staff members that need additional support in this area. Peer observations (Teachers to teacher) will be used to assist in this process as well. As the school leadership team conduct walkthroughs, this will be an area of focus to ensure students are learning.

Person Responsible Pamela Ocasio (pocasio@pinecrestfourcorners.com)

Plan to Monitor Effectiveness

Description School Leadership Team (SLT) will be updated by science point person; SLT will use Stocktake Model every month to analyze science progress towards goal. Data chats/data digs, lesson plan review with checks for real world connections, inquiry opportunities, scientific investigative labs etc... periodic student journal checks with follow up student discussion

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

Activity #5	
Title	Ensuring high levels of social studies achievement for all students
Rationale	To ensure students become productive law abiding citizens, social studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs, as well as, opportunities for students to explore relationships between cause and effect in historical events.
Intended Outcome	To increase social studies achievement 6%
Point Person	Pamela Ocasio (pocasio@pinecrestfourcorners.com)
Action Step	
Description	<p>1. During the social studies professional developments/common planning, faculty/staff members will cover the following topics: reading assignments from longer text passages as well as shorter ones when text is extremely complex, making close reading and rereading of texts central to lessons, rigorous questioning in social studies classes that prompt cognitive student engagement, providing extensive text-based research and writing opportunities that require students to support their claim with evidence from the text, and how to increase real world connections and applications of social studies content through the use of current events. The dean of curriculum, curriculum specialist, and/or curriculum resource teacher will lead these sessions. The school leadership team will support their efforts. This will be done on a weekly basis. Following the sessions, teacher will be expected to incorporate these ideas into their classroom instruction. Walkthroughs by the math coach, dean of curriculum, curriculum specialist, and/or curriculum resource teacher will occur to monitor implementation. After the walkthroughs, follow up conferences will teachers will occur.</p> <p>2. Faculty/staff will participate in data interpretation sessions with multiple data point analysis on an ongoing basis whenever new data is presented such as USA Test Prep, iCivics, or benchmarks. These data interpretation will be headed by the curriculum specialist (CS), dean of curriculum (DC), and/or curriculum resource teacher (CRT).</p> <p>3. Faculty/staff will have standard based formative assessments prepared for them to utilize to collect data on student performance for specific standards. These assessments will be created in Unify and can be easily assessed for use. Benchmarks are already created for benchmark testing windows. This was done during the summer. Faculty/staff members have access to the testing bank in Unify to create assessments that can be used in their class as well. Assessing students will be ongoing throughout the school year. The DC will be assisting teachers with the Unify created assessments that will be as benchmarks.</p> <p>4. Members of the ESE, ESOL, and RTI/MTSS team will provide strategies to faculty/staff to increase proficiency in ELA on an ongoing basis. They will send out strategies/best practices via email to faculty/staff that will benefit not only the students that they serve, but all students. Faculty/staff member will incorporate these strategies into their classroom instruction.</p> <p>5. Faculty/staff members will be expected to provide differentiated instruction for all students on an ongoing basis. Professional development will be offered to address this area as a whole group and then targeted for faculty/staff members that need additional support in this</p>

area. Peer observations (Teachers to teacher) will be used to assist in this process as well. As the school leadership team conduct walkthroughs, this will be an area of focus to ensure students are learning.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

Plan to Monitor Effectiveness

Description School Leadership Team (SLT) will be updated by social studies point person; SLT will use Stocktake Model every month to analyze social studies progress towards goal. Data chats/ data digs, USA Test Prep

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.

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

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

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

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.

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.

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

Part V: Budget

Total:

\$72,100.00