School District of Osceola County, FL

Four Corners Charter School

2019-20 Schoolwide Improvement Plan

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Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

https://wwwfourcornerscharter.org

Demographics

Principal: Denise Thompson

Start Date for this Principal: 8/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (46%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Job Duties and Responsibilities
Thompson, Denise	Principal	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
Childers, Joe	Assistant Principal	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
Wideman, John	Assistant Principal	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.

Name	Title	Job Duties and Responsibilities
		End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	135	155	147	168	161	163	0	0	0	0	0	0	0	929
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	3	0	4	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	4	9	7	1	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	56	44	42	0	0	0	0	0	0	0	142

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	9	7	1	0	0	0	0	0	0	0	17

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	1	6	5	14	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
65

Date this data was collected or last updated
Monday 9/9/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	53%	57%	57%	53%	55%
ELA Learning Gains	62%	56%	58%	56%	55%	57%
ELA Lowest 25th Percentile	56%	51%	53%	46%	53%	52%
Math Achievement	59%	55%	63%	58%	57%	61%
Math Learning Gains	63%	59%	62%	59%	58%	61%
Math Lowest 25th Percentile	54%	45%	51%	48%	49%	51%
Science Achievement	52%	49%	53%	48%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	135 (0)	155 (0)	147 (0)	168 (0)	161 (0)	163 (0)	929 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (1)	0 (2)	0 (0)	0 (2)	0 (5)
One or more suspensions	0 (1)	0 (0)	3 (1)	0 (0)	4 (3)	1 (2)	8 (7)
Course failure in ELA or Math	0 (0)	0 (0)	4 (7)	9 (6)	7 (0)	1 (0)	21 (13)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	56 (38)	44 (50)	42 (39)	142 (127)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	51%	2%	58%	-5%
	2018	55%	51%	4%	57%	-2%
Same Grade Comparison	-2%					
Cohort Comparison						
04	2019	55%	51%	4%	58%	-3%
	2018	52%	48%	4%	56%	-4%
Same Grade Comparison	3%					
Cohort Comparison	0%					
05	2019	56%	48%	8%	56%	0%
	2018	56%	50%	6%	55%	1%
Same Grade Comparison	0%					
Cohort Comparison	4%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	54%	0%	62%	-8%
	2018	52%	51%	1%	62%	-10%
Same Grade Comparison	2%					
Cohort Comparison						
04	2019	58%	53%	5%	64%	-6%
	2018	51%	53%	-2%	62%	-11%
Same Grade Comparison	7%					
Cohort Comparison	6%					
05	2019	55%	48%	7%	60%	-5%
	2018	54%	52%	2%	61%	-7%
Same Grade Comparison	1%					
Cohort Comparison	4%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	45%	6%	53%	-2%
	2018	48%	49%	-1%	55%	-7%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	9	28	31	22	50	29	23				
ELL	38	57	58	47	64	65	32				
BLK	46	54	55	46	55	43	57				
HSP	49	57	54	52	60	56	34				
MUL	67			50							
WHT	76	78	75	77	77	80	76				
FRL	51	60	63	57	61	52	52				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with disabilities showed the lowest performance. This may be due to a focus on "gradebook" for this subgroup, but not a focus on standards mastery.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

SWD ELA achievement dropped dramatically, again due to focus on gradebook and not a focus on standards mastery.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The largest gap is Math achievement with a 4 point gap. Our 3rd grade math scored lower than expected, which caused the gap.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA low 25. We identified and monitored L25 from day 1 to ensure we had all students covered. They received targeted tutoring based on iReady data points.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance gaps

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD achievement
2. SWD Gains
3. 3rd Grade math and ela achievement
4. 4th grade math l25
5. Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows the PLCs are not operating consistently at a high level on the seven stages rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject.
State the measurable outcome the school plans to achieve	All ELA, Reading, Math Science, Civics and US History PLCs will be at stage 5 on the plc seven stage rubric by the end of semester 1 2019-2020 assessed by the principal using the seven stage rubric and formative data. All PLCs will be at stage 4 or above on the seven state rubric assessed by the principal by May 2020. ELA Math and Science achievement will increase by 3 percent in all subgroups ELA and Math gains will increase by 3 percent in all sub groups. ELA low 25 will increase by 6 percent in all subgroups Math low 25 will increase by 8 percent in all subgroups.
Person responsible for monitoring outcome	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Monitoring Administration, PLC Lead and PLC team will meet to discuss all accountability area collaborative teams, to ensure time is being use effectively and to evaluate the level of each PLC Team weekly. PLC rubric will be used to measure Pre, Mid and End of school year progress of the PLC teams by the principal. With the addition of formative assessment scores for Math, ELA and Science PLCs. School stocktake will take place monthly to report progress to the principal and they will update district.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that product engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Action Step	
Description	1. School PLC's teams will meet each month during early release and on two individual planning periods a month for the purpose of assessing, analyzing, reflecting and revising plans to increase progression of individual student's needs as a collaborative team. 2. Principal and AP will actively participate in PLC to ensure they are progressing through the PLC rubric. 3. Collaborative teaming professional development will be conducted through the year to build shared knowledge of PLC processes. 4. Mentoring will be conducted for teams who are struggling and additional support will be provided.

5. A PLC Team will be formed to oversee process.

6.Common formative assessments will be given after each standard to assess progress.

Person Responsible   Krista Holycross (kholycross@fourcornerscharter.org)

#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.

State the measurable outcome the school plans to achieve	ELA achievement will increase by 3 percent. ELA gains will increase by 3 percent ELA Low 25 will increase by 6 percent
Person responsible for monitoring outcome	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy	Research shows that targeted instruction, data driven instruction and meeting students where they are is the most effective way to close the achievement gap.
Rationale for Evidence-based Strategy	In order for all students to make gains and become proficient, teachers must use individual student data to pinpoint deficiencies regardless of achievement level and use that data to drive instruction.

Action Step

Description	Students will participate in Summer Tutoring program in June and July to help prevent summer slide. 2. Teachers will receive Professional Development for iReady and usage requirements in July 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, and ESSA subgroups (SLD, ESL, etc.) will be identified at this meeting. 4. Baseline Assessments for iReady, NWEA and Lexia will take place during August. 5. Personal Learning Plans introduced during Professional Development and will be created based on FSA and online program data in August. 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. Members of ESL and SLD teams will participate in every meeting to ensure they are active participants in meeting the subgroup goals. 7. Student PLP data will be analyzed and changes will be made quarterly based on student need and subgroup need. 8. ELA data will presented each month at the Stocktake meetings. 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. 10. Follow up Professional Development from iReady will take place during a PD day in January. 11. Targeted FSA tutoring will begin in January based on Midyear data and ESSA subgroup performance.

Person Responsible   Joe Childers (jchilders@fourcornerscharter.org)

#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, specifically with our lowest quartile. 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.

State the measurable outcome the school plans to achieve	Math achievement will increase by 3 percent in all subgroups Math gains will increase by 3 percent in all subgroups Math low 25 gains will increase by 8 percent in all subgroups
Person responsible for monitoring outcome	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy	Research shows that the only way to close the wide gap of math deficiencies is to move away from whole group instruction and use data to target all elements of instruction.
Rationale for Evidence-based Strategy	Classes have a wide gap of math abilities, so the only way to ensure everyone hits their individual target is to use individual student data to drive instruction.

Action Step	
Description	. 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, as well as ESSA subgroup data. 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, as well as training in Pre and Post assessments. 6. Math best practices and research based instruction professional development will be presented during the STEAM PLC every 4th Wednesday. Members of the SLD and ESL team will attend and participate in every meeting to ensure they know the student data as well as the general classroom teacher. 7. Student PLP data will be analyzed and changes will be made based on student need after post assessments. 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. Targeted tutoring will begin for FSA prep, and will be based on student data and ESSA subgroup data.

10. Follow up Professional Development from iReady will take place during a PD day in January.

Person Responsible   Joe Childers (jchilders@fourcornerscharter.org)

#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.

State the measurable outcome the school plans to achieve	Science achievement will increase by 3 percent.
Person responsible for monitoring outcome	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy	Science instruction will use targeted data and hands on learning to drive instruction.
Rationale for Evidence-based Strategy	Students retain information if the activity is engaging, therefore teachers will base their targeted instruction in science with hands on learning opportunities.

Action Step	
Description	1. PD on USA Test Prep will take place for school leadership team. 2Administration 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. Initial meeting will discuss updated science map and how it correlates with USA Test Prep assessments and programs. ESSA SLD and ESL subgroup representatives will attend every meeting to ensure they understand the expectations of their students. 5. 4th and 5th grade baseline assessment for NWEA science and USA Test Prep in August. Teachers will create action plans for the PLP in 4th and 5th grade, as well as compile ESSA subgroup data to target instruction. 6. Create a STEM elective class for 4th and 5th grade students to rotate into biweekly. 7 STEM teacher will use baseline data and USA Test Prep 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 unit data using process above and make necessary adjustments to schedules and frequency of push in intervention from STEM teacher.
Person Responsible	Chiara Haynes (chaynes@fourcornerscharter.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent and Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and other communication tools. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

Base Education 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.
Students are screen through Progressus to determine socio-emotional needs. Age appropriate presentations are done to promote knowledge in socio-emotional education.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To promote the transition of elementary to middle, our students are transported to our sister school to participate in activities and get a feel of how middle schoolers function. During the visit, counselors share information about course offerings, school clubs and expectations for the students as they transition from elementary to middle school.

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." Cafeteria is managed by Osceola County School District.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D
When neglected and/or delinquent children enroll, we coordinate efforts to ensure that all student needs are met.

Title II
Focused professional learning opportunities are offered in English Language Arts, Math, Instructional Pipeline and Framework Design, Standards based Instruction and Professional Learning Communities.

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan, students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening.

Title IV
The Student Support and Academic Enrichment program is intended to help to:
1. Provide a well rounded education
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend and succeed in our school. For students identified as homeless under the Mckinney-Vento Act, the Lisason provides health/academic referrals and resource vouchers.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				$10,645.09
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0863 - Four Corners Charter School	Title, I Part A		$10,645.09
			Notes: Kagan Training and materials			
2	**III.A.**	**Areas of Focus: Ensure high levels of learning for all students in literacy.**				**$125,758.58**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		690-Computer Software	0863 - Four Corners Charter School	General Fund		$10,000.00
			Notes: iReady ELA			
			0863 - Four Corners Charter School	General Fund		$4,000.00
			Notes: Words your Way			
			0863 - Four Corners Charter School	Title, I Part A		$4,405.75
			Notes: Curriculum Associates Teacher Toolkit ELA			
			0863 - Four Corners Charter School	Title, I Part A		$7,700.00
			Notes: FSA Coach ELA			
			0863 - Four Corners Charter School	Title, I Part A		$43,652.83
			Notes: Interventionist			
			0863 - Four Corners Charter School	Title, I Part A		$56,000.00
			Notes: paraprofessionals			
3	**III.A.**	**Areas of Focus: Ensure high levels of mathematics achievement for all students**				**$54,904.75**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0863 - Four Corners Charter School	General Fund		$10,000.00
			Notes: iReady Math			
			0863 - Four Corners Charter School	Title, I Part A		$4,500.00
			Notes: iReady Teacher Toolkit Math			
			0863 - Four Corners Charter School	Title, I Part A		$28,000.00
			Notes: Paraprofessional			
			0863 - Four Corners Charter School	Title, I Part A		$4,704.75
			Notes: Curriculum Associates Teacher Toolkit Math			
			0863 - Four Corners Charter School	Title, I Part A		$7,700.00
			Notes: FSA Coach Workbooks			
4	**III.A.**	**Areas of Focus: Ensure high levels of science achievement for all students.**				**$887.50**

Function	Object	Budget Focus	Funding Source	FTE	2019-20
		0863 - Four Corners Charter School	Title, I Part A		$437.50
		Notes: J&J Intervention for Science			
		0863 - Four Corners Charter School			$450.00
		Notes: USA Test Prep			
				Total:	**$192,195.92**