

School District of Osceola County, FL

Four Corners Upper School



2019-20 Schoolwide Improvement Plan

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Four Corners Upper School

9160 BELLA CITTA BLVD, Davenport, FL 33896

<http://www.fourcornersupperschool.org>

Demographics

Principal: Joseph Childers

Start Date for this Principal: 9/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	64%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (46%) 2016-17: C (50%) 2015-16: C (47%) 2014-15: No Grade
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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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)
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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

School Board Approval

N/A

SIP Authority

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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	Job Duties and Responsibilities
		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.
Childers, Joe	Assistant Principal	<p>Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing;</p> <p>Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors.</p> <p>Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing.</p> <p>End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP</p>
Thompson, Denise	Principal	<p>Denise Thompson, Joe Childers, and John Wideman</p> <p>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.</p> <p>Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing;</p> <p>Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors.</p> <p>Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing.</p> <p>End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP</p>
		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.
Wideman, John	Assistant Principal	<p>Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing;</p> <p>Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors.</p> <p>Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing.</p>

Name	Title	Job Duties and Responsibilities
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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	0	0	0	0	0	0	215	209	217	179	163	94	97	1174
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	5	5	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	71	62	82	78	39	0	0	332

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	0	0	0	4	4	0	0	0	0	8

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	5	5	0	0	0	0	10
Students retained two or more times		0	0	0	0	0	0	0	0	1	0	0	0	1

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

66

Date this data was collected or last updated

Tuesday 9/10/2019

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	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 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	0	0	0	13	9	11	6	11	3	0	53

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	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 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	0	0	0	13	9	11	6	11	3	0	53

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	50%	57%	56%	50%	57%	53%
ELA Learning Gains	53%	48%	51%	55%	47%	49%
ELA Lowest 25th Percentile	46%	43%	42%	45%	41%	41%
Math Achievement	38%	46%	51%	39%	44%	49%
Math Learning Gains	43%	41%	48%	41%	42%	44%
Math Lowest 25th Percentile	43%	46%	45%	41%	38%	39%
Science Achievement	59%	69%	68%	49%	71%	65%
Social Studies Achievement	77%	70%	73%	70%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	215 (0)	209 (0)	217 (0)	179 (0)	163 (0)	94 (0)	97 (0)	1174 (0)
Attendance below 90 percent	0 (12)	0 (14)	0 (11)	0 (16)	0 (9)	0 (14)	0 (0)	0 (76)
One or more suspensions	1 (6)	0 (15)	0 (22)	0 (12)	0 (7)	0 (6)	0 (0)	1 (68)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Course failure in ELA or Math	5 (14)	5 (8)	0 (2)	0 (0)	0 (10)	0 (2)	0 (0)	10 (36)
Level 1 on statewide assessment	71 (133)	62 (105)	82 (121)	78 (98)	39 (113)	0 (8)	0 (0)	332 (578)

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
06	2019	49%	48%	1%	54%	-5%
	2018	44%	46%	-2%	52%	-8%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	47%	47%	0%	52%	-5%
	2018	48%	46%	2%	51%	-3%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
08	2019	49%	49%	0%	56%	-7%
	2018	46%	52%	-6%	58%	-12%
Same Grade Comparison		3%				
Cohort Comparison		1%				
09	2019	41%	47%	-6%	55%	-14%
	2018	53%	47%	6%	53%	0%
Same Grade Comparison		-12%				
Cohort Comparison		-5%				
10	2019	44%	47%	-3%	53%	-9%
	2018	33%	49%	-16%	53%	-20%
Same Grade Comparison		11%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	45%	-8%	55%	-18%
	2018	30%	43%	-13%	52%	-22%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	25%	30%	-5%	54%	-29%
	2018	41%	29%	12%	54%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-16%				
Cohort Comparison		-5%				
08	2019	34%	47%	-13%	46%	-12%
	2018	19%	43%	-24%	45%	-26%
Same Grade Comparison		15%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	44%	42%	2%	48%	-4%
	2018	33%	42%	-9%	50%	-17%
Same Grade Comparison		11%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	62%	9%	67%	4%
2018	51%	68%	-17%	65%	-14%
Compare		20%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	73%	23%	71%	25%
2018	57%	70%	-13%	71%	-14%
Compare		39%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	62%	2%	70%	-6%
2018	47%	61%	-14%	68%	-21%
Compare		17%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	49%	-7%	61%	-19%
2018	38%	52%	-14%	62%	-24%
Compare		4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	44%	8%	57%	-5%
2018	28%	39%	-11%	56%	-28%
Compare		24%			

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	14	37	33	13	34	37	41				
ELL	34	49	44	24	43	48	30	42	57		
BLK	40	48	41	27	44	47	58	73			
HSP	48	51	45	35	42	45	52	70	74		
MUL	54	68		36	32		45				
WHT	60	58	49	49	44	50	75	93	96		
FRL	41	46	42	32	42	43	53	74	78		
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		

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	54
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	45
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	42
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	47
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	51

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	47
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	64
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	49
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.

Math across the board is low. We had multiple staff changes in both 6th grade math and algebra I. Math is consistently below state averages.

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

9th Grade ELA dropped from the previous year. The teacher seemed to check out since she was moving the next year.

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.

Overall Math has the largest gap from the state due to the issues stated in part a.

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

Our biology increased dramatically due to a focus on implementing software with fidelity, and using the data from USA Test Prep to drive instruction.

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

The largest concern is transiency of student population and absenteeism.

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

ESSA SWD Subgroup achievement
ESSA ESL Subgroup achievement
Improvement in math achievement across the board
Increasing 8th grade science scores to match with biology

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	<p>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.</p> <p>All PLCs will be at stage 4 or above on the seven state rubric assessed by the principal by May 2020.</p> <p>ELA will increase by 3 percent math will increase by 4 percent science will increase by 11 percent ELA gains will increase by 3 percent math gains will increase by 5 percent Social Studies will increase by 2 percent ELA an Math low 25 will increase by 2 percent in all sub groups</p>
Person responsible for monitoring outcome	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy	<p>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.</p> <p>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.</p> <p>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.</p> <p>School stocktake will take place monthly to report progress to the principal and they will update district.</p>
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	<ol style="list-style-type: none"> 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	<p>ELA achievement will increase by 3 percent.</p> <p>ELA gains will increase by 3 percent</p> <p>ELA Low 25 will increase by 2 percent</p>
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	<p>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, and ESSA subgroups (SLD, ESL, etc.) 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. Members of ESL and SLD teams will participate in every meeting to ensure they are active participants in meeting the subgroup goals.</p> <p>7. Student PLP data will be analyzed and changes will be made quarterly based on student need and subgroup 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> <p>11. Targeted FSA tutoring will begin in January based on Midyear data and ESSA subgroup performance.</p>

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 4 percent Math gains will increase by 4 percent Math Low 25 will increase by 2 percent
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	<ol style="list-style-type: none"> 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, 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	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.
State the measurable outcome the school plans to achieve	Increase science achievement by 11 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	<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, as well as the ESSA targeted subgroups. 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> <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). ESSA subgroups will be identified in order to ensure targeted groups receive effective instruction and are monitored.</p>

4. Faculty/staff will have standard based formative assessments prepared for them to utilize to collect data on student performance for specific standards through USA Test Prep. . 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.

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.

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**

John Wideman (jwideman1@fourcornerscharter.org)

#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
State the measurable outcome the school plans to achieve	To increase social studies by 2 percent
Person responsible for monitoring outcome	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy	Using data to target and individualize instruction.
Rationale for Evidence-based Strategy	Research shows that students need to be taught at their level in order to close achievement gaps. Therefore, multiple data points will be used to drive instruction more on an individualized level, not whole group.
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). ESSA subgroups will also be identified and targeted throughout all aspects of instruction.</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 through USA Test Prep. Benchmarks are already created for benchmark testing windows. This was done</p>

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.

4. Members of the ESE, ESOL, and RTI/MTSS team will provide strategies to faculty/staff to increase proficiency in ELA (due to direct correlation between reading achievement and SS achievement) on an ongoing basis for for ESSA subgroups. 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. 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 John Wideman (jwideman1@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.

The school has implemented two major SEL programs for students 6-12; Attitude is Altitude and Base Education. All staff members were trained in both programs, regardless of their classroom roles. In addition, the school works with Progressus to monitor the social emotional needs of the students. All

teachers also complete training through Kognito to ensure they know how to understand some difficult scenarios they may face on a social-emotional situation.

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

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.				\$0.00
2	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0152 - Four Corners Upper School	General Fund		\$15,000.00
			Notes: iReady ELA			
3	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				\$16,771.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0152 - Four Corners Upper School	General Fund		\$15,000.00

			<i>Notes: iReady Math</i>			
			0152 - Four Corners Upper School			\$1,771.00
			<i>Notes: Algebra Nation</i>			
4	III.A.	Areas of Focus: Ensuring high level of science achievement for all students				\$4,252.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0152 - Four Corners Upper School	General Fund		\$600.00
			<i>Notes: USA Test Prep Science</i>			
			0152 - Four Corners Upper School	General Fund		\$3,652.00
			<i>Notes: PrepWorks</i>			
5	III.A.	Areas of Focus: Ensuring high levels of social studies achievement for all students				\$4,252.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0152 - Four Corners Upper School	General Fund		\$600.00
			<i>Notes: USA Test Prep</i>			
			0152 - Four Corners Upper School			\$3,652.00
			<i>Notes: PrepWorks</i>			
Total:						\$40,275.00