School District of Osceola County, FL

Four Corners Upper School

2020-21 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: 7/1/2009

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2019-20 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%)
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	63%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	79%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
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
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
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

Demographic Information

Principal start date

Wednesday 7/1/2009, Joseph Childers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
2019-20 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%)
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.	

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	201	227	219	237	190	150	86	1310
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	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	2	1	1	1	1	3	0	9
Course failure in Math	0	0	0	0	0	0	5	2	2	1	5	7	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	25	40	42	51	33	0	0	191
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	37	25	37	62	52	0	0	213

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	20	17	26	35	22	0	0	120

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	4	4	2	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	1	0	0	1	0	0	0	2

Date this data was collected or last updated

Thursday 9/10/2020

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

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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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%
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		

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
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%	2
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

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%	0

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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 in 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?

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. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	Strengthen collaborative processes to ensure that the learning needs of all students are met.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.
Measurable Outcome:	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 2021. 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
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:	Teachers engaged in ongoing, purposeful collaboration with colleagues show marked increases in student achievement (National Center for Literacy Education (NCLE), 2013).

Action Steps to Implement

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. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Ensure high levels for learning for all students in literacy. Literacy is the foundation for all instruction. An explicit action plan must be in place in order to continue developing education as a whole.
Measurable Outcome:	ELA achievement will increase by 3 percent. ELA gains will increase by 3 percent ELA Low 25 will increase by 2 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:	educators can make instructional changes aimed at improving student achievement, such as: prioritizing instructional time, targeting additional individual instruction for students who are struggling with particular topics, more easily identifying individual students' strengths and instructional interventions that can help students continue to progress (Brunner, 2005)

Action Steps to Implement	
Students will participate in Summer Tutoring program in June and July to help prevent summer slide.	
Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)
Teachers will receive Professional Development for iReady and usage requirements in July	
Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)
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.	
Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)
Baseline Assessments for iReady, NWEA and Lexia will take place during August.	
Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)
Personal Learning Plans introduced during Professional Development and will be created based on FSA and online program data in August.	
Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)
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.	

Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)

Student PLP data will be analyzed and changes will be made quarterly based on student need and subgroup need.

Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)

ELA data will presented each month at the Stocktake meetings.

Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)

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.

Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)

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

Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)

Targeted FSA tutoring will begin in January based on Midyear data and ESSA subgroup performance.

Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Ensure high levels of mathematics achievement for all students 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.
Measurable Outcome:	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:	Several panels have identified the use of routine assessment to continuously guide and refine instruction efforts (and effects) as a hallmark of effective instruction in mathematics (e.g., NCTM, 2000; U.S. Department of Education, 2003).

Action Steps to Implement	
Teachers will receive professional development on iReady and usage requirements in July	
Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)
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.	
Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)
Baseline Assessments for iReady, NWEA and Lexia will take place during August.	
Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)
Personal Learning Plans will be introduced through professional development and created based on FSA and online program data in August.	
Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)
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.	
Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)
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.

Person Responsible Joe Childers (jchilders@fourcornerscharter.org)

Student PLP data will be analyzed and changes will be made based on student need after post assessments.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

Math data will presented each month at the Stocktake meetings.

Person Responsible Denise Thompson (dthompson@fourcornerscharter.org)

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.

Person Responsible Joe Childers (jchilders@fourcornerscharter.org)

Targeted tutoring will begin for FSA prep, and will be based on student data and ESSA subgroup data.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

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

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Ensuring high level of science achievement for all students 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.
Measurable Outcome:	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:	Brain scans showed that students who took a hands-on approach to learning had activation in sensory and motor-related parts of the brain when they later thought about concepts such as angular momentum and torque. Activation of these brain areas was associated with better quiz performance by college physics students who participated in the research (Igmire, 2015).

Action Steps to Implement

School leadership team will look for ways to Increase opportunities for students to explore science content outside of the classroom instruction through filed 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.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

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.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

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.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

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.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

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.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

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. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Ensuring high levels of social studies achievement for all students 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
Measurable Outcome:	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:	educators can make instructional changes aimed at improving student achievement, such as: prioritizing instructional time, targeting additional individual instruction for students who are struggling with particular topics, more easily identifying individual students' strengths and instructional interventions that can help students continue to progress (Brunner, 2005)

Action Steps to Implement

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. This will be done on a weekly basis. Following the sessions, teacher will be expected to incorporate these ideas into their classroom instruction. Walkthroughs will occur to monitor implementation. After the
walkthroughs, follow up conferences will teachers will occur.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

Faculty/staff will participate in data interpretation sessions with multipledata 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.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

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.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

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.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

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)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Ensure quality education and growth for all students, regardless of demographics. There is a large learning gap nationwide with students who fall in certain demographic categories. ESSA allows us to pinpoint these subgroups to ensure that all students are making appropriate learning gains regardless of their background.
Measurable Outcome:	All ESSA subgroups will score above 41%
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 in these subgroups, teachers must use individual student data to pinpoint deficiencies regardless of achievement level and use that data to drive instruction. In addition, all teachers and support staff must work on a united front to ensure the subgroups make adequate growth, even with the additional barriers these students may have. Teachers at gap-closing schools are more likely to use data to understand skill gaps of low-achieving students (Walsh-Symonds, 2004).

Action Steps to Implement	
Professional development on ESSA data changes due to Covid to understand expectations.	
Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)
Create ESSA Subgroup rosters to help better track specific cohorts	
Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)
Meet with ELL, ESE and 504 staff prior to school year to discuss expectations and accountability of students in ESSA subgroups.	
Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)
Professional development for teachers on how to track students in ESSA subgroups.	
Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)
Monthly meetings with ESE and ELL departments to discuss data and growth of students in subgroups.	
Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)
ELL and ESE departments will participate in common planning every two weeks to ensure they are aware of what is occurring in the classrooms.	
Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

#7. Other specifically relating to Schoolwide Post Secondary Culture for All Students	
Area of Focus Description and Rationale:	Developing intrinsic motivation in all students to continue their education in one way or another outside of high school is critical. It motivates students to take leadership in both their post secondary planning, as well as their pathway selections throughout high school. As a school, we need to ensure that we provide opportunities to and assortment of career and college pathways through the courses we offer and guidance programs the show the college is a realistic expectation of 100% of our students.
Measurable Outcome:	100% of seniors will apply and be accepted into a post secondary education program.
Person responsible for monitoring outcome:	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy:	Our school will have a strong focus on post secondary education, and engage all students in planning for life after graduation. Students will participate in goal setting processes and fully participate in their academic and personal development to access a variety of opportunities to meet their needs.
Rationale for Evidence-based Strategy:	Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons alone (Poliner & Lieber, 2004).

Action Steps to Implement

1. School Leadership Team will create a master schedule with multiple CTE, and accelerated opportunities that meet the needs of not just the highest performers, but all students.

Person Responsible [no one identified]

2. Students will have one on one conferences with guidance department to set initial high school and post secondary goals on an annual basis, and track the progress towards these goals.

Person Responsible [no one identified]

3. School will participate in multiple events that focus on personal development and career exploration, college preparation, and completion of post secondary plan.

Person Responsible [no one identified]

Teachers will enhance study skills and incorporate 21st century job and life skills into their processes on a daily basis.

Person Responsible [no one identified]

Leadership team and guidance department will meet with upper classmen individual to discuss graduation tracking as well as their post secondary goals and work with them to find the best path forward to achieve goals.

Person Responsible [no one identified]

School will work with area universities, trade schools and military branches to hold multiple college and career fairs, as well as a college application night for our Seniors.

Person Responsible [no one identified]

School will track application and acceptance data, as well as school performance data and acceleration numbers to make necessary changes and targeted groups for the following school year.

Person Responsible [no one identified]

#8. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well implemented programs designed to foster SEL are associated with positive outcomes ranging from academic improvement and improved social behavior. Social emotional competencies help students make responsible decisions, improve their mindset and help them handle challenges, and create healthy student habits in and out of the classroom. A positive student climate includes a safe environment where students and teachers have strong relationships that help develop the social emotional competencies they need to be successful in and out of school.
Measurable Outcome:	Increase the percentage of students and parents who answered strongly agree in the SEL category of our Spring 2020 survey from 78% to 83%.
Person responsible for monitoring outcome:	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy:	Students will have access to individualized needs based resources in SEL through multiple means to ensure individual needs are met.
Rationale for Evidence-based Strategy:	When you have high-quality social and emotional learning programs, it improves kids' pro-social behavior; it reduces their conduct problems; and it promotes academic engagement, connection to teachers, and academic performance (Zins, Weissberg, et. al, 2004).

Action Steps to Implement

1. All students will take a course through Attitude is Altitude, a research based program developed by SEL expert Nick Vujicic at least one time throughout their middle school years.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

Teachers and students not enrolled will have access to AIA, and will plan and integrate activities that are relevant to the students into their regular curriculum using AIA and other research based strategies.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

Students will be given leadership opportunities to enhance SEL skills in their general education classes.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

Teachers and staff will refer students who may be in need of additional assistance to designated administrators or staff members to ensure they get the assistance they need, including in house therapy if deemed necessary.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

Students who receive additional supports will be tracked academically to see if their is growth in academics to coincide with SEL supports.

Person Responsible John Wideman (jwideman1@fourcornerscharter.org)

All surveys will be analyzed to identify if school SEL goals have been met and what changes need to be made for the following school year.

Person Responsible	John Wideman (jwideman1@fourcornerscharter.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As you can see, there is a common trend in the areas of focus. We want to use data to drive all of our instruction and dictate our instructional decision making. One more barrier to this becomes the multiple learning models that are in place due to Covid 19. We are focusing on ensuring students receive an equitable and data driven education regardless of their individual learning model.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. Parents and stakeholders are encouraged to participate in the SAC council to give parents a voice in school decision making processes. School leadership will use survey data from all stakeholders to conduct a SWOT analysis on school climate and culture, and present this data during a SAC meeting to ensure stakeholders have a chance to provide feedback, and ensure their voice is taken into consideration in regards to School Improvement Planning. Teachers are also provided collaborative planning opportunities to voice their input and concerns. PLC's meet on a weekly basis, and are done so in a manner where teachers can present solution oriented concerns to administration. This allows the PLC's to stay positive and incorporates ways for teachers to take on leadership roles. In addition, the leadership team is always looking for ways to build teacher capacity and ensure teachers have a pathway to develop their careers.
Student buy in is imperative when it comes to building a climate of success. Students have a voice in the development of rules and procedures. This ownership encourages students to be more invested in the process as opposed to being handed a list of rules to follow. Students are also surveyed about class offerings to ensure they are a part of the master scheduling process. Every year, electives are added and removed based on the results of these surveys.
Consistently working to improve communication is a major way to improve the overall climate within the school. The school works with parents and stakeholders to accommodate needs of these groups to ensure

that their concerns are not only communicated, but addressed in a timely manner. In a year like this one, parents and teachers are encouraged to use programs such as Zoom to increase the flexibility and availability of parent teacher conferences, which will also increase the frequency of communication between these stakeholders.

The goal is to have a common vision between the students, teachers and stakeholders about the direction of the school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Collaborative Planning**				**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0152 - Four Corners Upper School	General Fund		$15,000.00
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$16,771.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0152 - Four Corners Upper School	General Fund		$15,000.00
			Notes: iReady Math			
			0152 - Four Corners Upper School	General Fund		$1,771.00
			Notes: Algebra Nation			
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0152 - Four Corners Upper School	General Fund		$600.00
			Notes: USA Test Prep			
5	**III.A.**	**Areas of Focus: Instructional Practice: Social Studies**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0152 - Four Corners Upper School			$600.00
			Notes: USA Test Prep			
6	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
7	**III.A.**	**Areas of Focus: Other: Schoolwide Post Secondary Culture for All Students**				**$0.00**
8	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**

Total:	**$32,971.00**