

School District of Osceola County, FL

# Four Corners Charter School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>27</b>

# Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

<https://www.fourcornerscharter.org>

## Demographics

**Principal: Denise Thompson**

Start Date for this Principal: 7/1/2006

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: C (52%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Osceola County School Board.

## 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](http://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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>27</b>

## Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

<https://www.fourcornerscharter.org>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	61%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

To have an innovative hands-on environment where all children can learn, want to learn, and experience success.

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Thompson, Denise	Principal	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.

### Demographic Information

#### Principal start date

Saturday 7/1/2006, Denise Thompson

**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.*

0

**Total number of teacher positions allocated to the school**

58

**Total number of students enrolled at the school**

1,071

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

14

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

14

### Demographic Data

## Early Warning Systems

### 2021-22

**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	166	162	167	196	168	212	0	0	0	0	0	0	0	1071
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	41	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	32	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	

**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	6	3	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 8/30/2021

## 2020-21 - 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	142	156	174	173	178	187	0	0	0	0	0	0	0	1010
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	3	4	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23

**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	3	4	0	0	0	0	0	0	0	0	7

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	3	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 2020-21 - 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	142	156	174	173	178	187	0	0	0	0	0	0	0	1010
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	3	4	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23

#### 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	3	4	0	0	0	0	0	0	0	0	7

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	3	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	53%	57%	59%	51%	56%
ELA Learning Gains				62%	56%	58%	56%	54%	55%
ELA Lowest 25th Percentile				56%	51%	53%	43%	46%	48%
Math Achievement				59%	55%	63%	55%	54%	62%
Math Learning Gains				63%	59%	62%	58%	56%	59%
Math Lowest 25th Percentile				54%	45%	51%	42%	42%	47%
Science Achievement				52%	49%	53%	52%	51%	55%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	51%	2%	58%	-5%
Cohort Comparison						
04	2021					
	2019	55%	51%	4%	58%	-3%
Cohort Comparison		-53%				
05	2021					
	2019	56%	48%	8%	56%	0%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	54%	0%	62%	-8%
Cohort Comparison						
04	2021					
	2019	58%	53%	5%	64%	-6%
Cohort Comparison		-54%				
05	2021					
	2019	55%	48%	7%	60%	-5%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	45%	6%	53%	-2%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

NWEA - Fall/Winter/Spring

I-Ready diagnostics - Fall/Spring

Common Month Assessment - K - 5

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63		
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	71		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59		
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	63		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51		
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49		
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	75		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10			15							
ELL	44	71	72	47	65	75	49				
BLK	56	63		45	47		23				
HSP	50	70	63	50	56	46	53				
WHT	61	70		64	64		68				
FRL	54	67	55	52	54	38	46				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	28	31	22	50	29	23				
ELL	38	57	58	47	64	65	32				
BLK	46	54	55	46	55	43	57				
HSP	49	57	54	52	60	56	34				

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
MUL	67			50							
WHT	76	78	75	77	77	80	76				
FRL	51	60	63	57	61	52	52				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	47	31	22	45	45	30				
ELL	32	51	43	32	54	43	35				
BLK	48	60		49	52		53				
HSP	53	53	40	49	56	45	52				
MUL	73			36							
WHT	71	56	40	68	63	50	47				
FRL	54	56	45	50	56	40	52				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	59
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	55
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	65
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Student w/Disabilities remain the Lowest Performance Sub group across all grade level and contents.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Student w/Disabilities in the content areas of ELA and Math.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Students with Disabilities had limited access for support due to online learning. Staffing issues developed due to COVID-19. We identified all students with disabilities and developed a detailed support schedule with ESE team for support facilitation.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based on the comparative data from the 2019 to 2021 state assessment data, the area demonstrating the most improvement was the Lowest 25% in ELA. This area saw a 7% increase.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

During the 2020-2021, students utilized a variety of learning styles. These styles included the traditional model, a mobile model and a blended model or a mixture of tradition and mobile. In order to properly provide a high level education to all students, the school utilized Title I funds to hire paraprofessionals and interventionists that provided additional instruction and support to all students in the lowest 25%, regardless if they were in-person or mobile learning. The targeted standard-based skills and strategies were provide twice a week. In order to support this, the school increased its parent communication regarding the students academic status and worked on parent buy-in for this initiative.

#### **What strategies will need to be implemented in order to accelerate learning?**

Leveraging instructions with OWL/Hybrid model of instruction/Flip learning pre-recorded lessons.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Tier professional development based on teachers needs/Implementation of Kagan Strategies.

#### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Teacher accountability with feedback/Implementation of DPP for continuous growth.

## Part III: Planning for Improvement

**Areas of Focus:****#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

<b>Area of Focus Description and Rationale:</b>	There was an significant decrease in overall proficiency of ELA and Math among students tested.
<b>Measurable Outcome:</b>	Plans are to return to our pre-COVID proficiency level of 30% from current 9% level based on 21 - 22 FSA assessment scores.
<b>Monitoring:</b>	The use of CMA and Fall to Spring NWEA/I-Ready Assessments. Instructions will be monitored by Walk-Through's conducted by administration team.
<b>Person responsible for monitoring outcome:</b>	Denise Thompson (dthompson@fourcornerscharter.org)
<b>Evidence-based Strategy:</b>	Research shows that Targeted instructions/ Data driven instruction/Individualized learning plans are the most effective means of closing achievement gaps.
<b>Rationale for Evidence-based Strategy:</b>	This is a part of instructional model used at school based on previous research highlighting these strategies as the most effective means for bridging academic gaps.

**Action Steps to Implement**

1. Baseline assessment for I-Ready/NWEA will take place during August.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

2. Teacher will receive professional development on differentiation pacing and chunking lessons.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

3. Conduct monthly Data Digs in grade levels PLC's to identify at risk Student w/Disabilities.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

4. Personal Learning plans introduce during first data digs based on FSA results.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

5. Students PLP's will be developed based on Fall NWEA data.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	Ensure high levels of learning for all students in literacy.
<b>Description and Rationale:</b>	<p>Rationale</p> <p>Literacy is the foundation for all instruction. An explicit action plan must be in place in order to continue developing education as a whole.</p> <p>ELA achievement will increase by 3 percent.</p>
<b>Measurable Outcome:</b>	<p>ELA gains will increase by 3 percent</p> <p>ELA Low 25 will increase by 6 percent</p>
<b>Monitoring:</b>	Principal, AP's and Dean of Curriculum will work directly with grade level teams during collaborative planning to ensure lessons and strategies meet the rigor of the standard in order to effective teaching is taking place. Classroom walk-throughs will be conducted by the leadership team on a weekly basis to identify effectiveness of planning, as well as, areas for additional support.
<b>Person responsible for monitoring outcome:</b>	Denise Thompson (dthompson@fourcornerscharter.org)
<b>Evidence-based Strategy:</b>	<p>Research shows that targeted instruction, data driven instruction and meeting students where they are is the most effective way to close the achievement gap.</p> <p>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.</p>
<b>Rationale for Evidence-based Strategy:</b>	Specific instructional supports intended to scaffold standards-based instruction. Findings demonstrate that student explanations of instruction were very rarely produced, and when they were produced, the explanations were not particularly informative. It is founded that the teachers' attempts to support all students through the use of sentence starters, guiding questions, and rephrasing questions inadvertently undermined the students' attempts to explain (Rodriguez-Mojica, 2019).

**Action Steps to Implement**

Baseline Assessments for iReady, NWEA and Lexia will take place during August. Using the data collected Data Dig PLC's 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. In order to establish a connection between the data and student progress, student PLP's will be developed and the data will be analyzed and changes will be made quarterly based on student need and subgroup need.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

Students will participate in Summer Tutoring program in June and July to help prevent summer slide.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

Teachers will receive Professional Development for iReady and usage requirements in July

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

The ELA PLC's 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 be 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** Denise Thompson (dthompson@fourcornerscharter.org)

**#3. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus Description and Rationale:**

Align lesson planning and strategy implementation by utilizing the PLC process. This will strengthen collaboration to ensure that the learning needs of all students are met.

**Rationale**

An analysis of Staff Survey data and academic 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.

All ELA, Reading, Math, and Science, PLCs will be at stage 5 on the plc seven stage rubric by the end of semester 1 2021-2022 as 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 Seven Stage Rubric at the conclusion of the first marking period.

**Measurable Outcome:**

ELA Math and Science achievement will increase by 3 percent.

All ELA and Math gains will increase by 5 percent in all sub groups.

ELA low 25 will increase by 6 percent in all subgroups

Math low 25 will increase by 8 percent in all subgroups.

**Monitoring:**

Administration, PLC Lead and PLC team will meet to discuss all accountability areas as a collaborative team 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.

**Person responsible for monitoring outcome:**

Denise Thompson (dthompson@fourcornerscharter.org)

**Evidence-based Strategy:**

Research conducted by Richard and Rebecca Dufour states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as, monitoring of these 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.

**Rationale for Evidence-based Strategy:**

If teachers participate in authentic PLC's that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.

Social and Emotional Learning (SEL) is not based on prescribed curricula, instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching strategies that builds on students' current knowledge and skills (Gardner, 1983).

**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.

**Person Responsible** Krista Holycross (kholycross@fourcornerscharter.org)

2. Principal and AP's will actively participate in PLC to ensure they are progressing through the PLC rubric.

**Person Responsible** Krista Holycross (kholycross@fourcornerscharter.org)

3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.

**Person Responsible** Krista Holycross (kholycross@fourcornerscharter.org)

4. Mentoring will be conducted for teams who are struggling and additional support will be provided.

**Person Responsible** Lindsey Hiltunen (lhiltunen@fourcornerscharter.org)

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

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

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

**Person Responsible** Krista Holycross (kholycross@fourcornerscharter.org)

**#4. Instructional Practice specifically relating to Math**

It is our purpose to ensure high levels of mathematics achievement for all students.

**Area of Focus Description and Rationale:**

**Rationale**  
During the 2020-2021 school year and the disruption to the learning environment due to COVID-19 math scores have not increased in a manner that will close the math achievement gap, specifically with our lowest quartile. A specific action plan is needed to ensure that math achievement moves in a positive direction and at a rate that will successfully close the achievement gap.

Math achievement will increase by 3 percent in all subgroups

**Measurable Outcome:**

Math gains will increase by 3 percent in all subgroups

Math low 25 gains will increase by 8 percent in all subgroups

**Monitoring:**

Principal, AP's and Dean of Curriculum will work directly with grade level teams during collaborative planning to ensure lessons and strategies meet the rigor of the standard in order to effective teaching is taking place. Classroom walk-throughs will be conducted by the leadership team on a weekly basis to identify effectiveness of planning, as well as, areas for additional support.

**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.

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 and student PLP's to drive instruction.

**Rationale for Evidence-based Strategy:**

Quantitative analysis using hierarchical linear modeling (HLM) showed that the discussion features variety of approaches and equitable participation significantly contributed to the explanation of between-class variation in assessment scores, above and beyond that explained by prior mathematics performance and English proficiency. Importantly, mathematical discussion was equally beneficial for students classified as ELLs and those not classified as ELLs (Banes, L. C., Ambrose, R. C., Bayley, R., Restani, R. M., & Martin, H. A., 2018)

**Action Steps to Implement**

1. Teachers will receive professional development on i-Ready and usage requirements in July

**Person Responsible**

Denise Thompson (dthompson@fourcornerscharter.org)

2. Data Dig PLC will be introduced through professional development during PIC-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**

Denise Thompson (dthompson@fourcornerscharter.org)

3. Baseline Assessments for iReady, NWEA and Lexia will take place during August.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

4. Personal Learning Plans will be introduced through professional development and created based on FSA and online program data in August.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)



**#5. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	To ensure high levels of science achievement for all students.
<b>Description and Rationale:</b>	<p>Rationale</p> <p>Elementary schools are assessed solely on 5th grade science. However, this does not mean that science instruction is strictly a 5th grade responsibility. It is imperative that science instruction in an inquiry and hands on model takes place effectively throughout the entire elementary school.</p>
<b>Measurable Outcome:</b>	Science achievement will increase by 3 percent.
<b>Monitoring:</b>	Science instruction will use targeted data and hands on learning to drive instruction. The school will also implement a STEaM-based target science class to support 4th and 5th grade.
<b>Person responsible for monitoring outcome:</b>	Denise Thompson (dthompson@fourcornerscharter.org)
<b>Evidence-based Strategy:</b>	Principal, AP's and Dean of Curriculum will work directly with grade level teams during collaborative planning to ensure lessons and strategies meet the rigor of the standard in order to effective teaching is taking place. Classroom walk-throughs will be conducted by the leadership team on a weekly basis to identify effectiveness of planning, as well as, areas for additional support.
<b>Rationale for Evidence-based Strategy:</b>	<p>Students retain information if the activity is engaging, therefore teachers will base their targeted instruction in science with hands on learning opportunities.</p> <p>Student centered learning is a pedagogical approach that takes learning pace of students, the differences in their learning styles, their interests, skills and needs into consideration to promote (Jaiswal, 2019).</p>

**Action Steps to Implement**

PD on USA Test Prep will take place for school leadership team.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

The STEaM teacher will use baseline data and USA Test Prep to push into classes to provide added Science minutes and hands on activities to classes with data that is lower than average. Leadership will monitor unit data using process above and make necessary adjustments to schedules and frequency of push in intervention from STEaM teacher.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

Administration and curriculum team will share Professional Development on new curriculum to 5th grade teachers and K-4 team leads during prior planning.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

School-led professional development on inquiry based questioning and hands on learning in science for all grade levels during prior planning.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

STeAM PLC will be introduced during prior planning and will meet every 4th Wednesday to discuss best practices K-5 and provide professional development for STEAM implementation. Initial meeting will discuss updated science map and how it correlates with USA Test Prep assessments and programs. ESSA SLD and ESL subgroup representatives will attend every meeting to ensure they understand the expectations of their students.

**Person Responsible** Denise Thompson (dthompson@fourcornerscharter.org)

## #6. Culture & Environment specifically relating to Social Emotional Learning

**Area of Focus Description and Rationale:** The school implemented programs designed to foster SEL are associated with positive outcomes ranging from academic improvement and improved social behavior. Social emotional competencies to 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 developed in and out of school.

**Measurable Outcome:** Increase the percentage of students and parents who answered strongly agree in the SEL category of Spring 2021 from XX% to XX%.

**Monitoring:** Fall and Spring Parent Surveys will be provided and the results will be reviewed by administration. Administration will review SEL referral rates by grade level throughout the year.

**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 a high-quality social and emotional learning program, 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

All students will take a course through Attitude is Altitude, a research based program for SEL.

**Person Responsible** Joe Childers (jchilders@fourcornerscharter.org)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**During the 2020-2021 school year a total of 27 discipline referrals were written for 23 different students. The most common thread of incidents for these referrals was Disorderly Conduct/Other Violations. Of the 23 students, zero (0) have returned for the 2021-2022 school year. In order to limit these types of incidents administration has strategically rostered students and assigned teachers to better match student groupings. Administration has also implemented the Social Emotional Learning (SEL) program Attitude Is Altitude (AiA) and continue to hold Open Forum discussions regarding grade level specific discipline.**

#### **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.**

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 training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Administration is the leaders in school positivity and culture. The main office staff provides Red Carpet Service to all students and visitors. Teachers maintain a positive perspective with students and their families. The Parent/Teacher Cooperative serves as the bridge between parents and school for all aspects of the school operations. Partners in Education support the school in celebrating and supporting teachers and students throughout the year. Community Members (volunteers) work in conjunction with the PTC and school to support teachers and the school day-to-day operations.

#### **Part V: Budget**

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00