

School District of Osceola County, FL

# Four Corners Upper School



## 2022-23 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: 8/1/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	64%
<b>2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (57%) 2018-19: B (55%) 2017-18: C (46%)
<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>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](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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## Four Corners Upper School

9160 BELLA CITTA BLVD, Davenport, FL 33896

<http://www.fourcornersupperschool.org>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	78%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

### School Board Approval

N/A

### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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. Day to day operations. Oversees fiscal and HR policies.
Childers, Joe	Assistant 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. Day to day operations. Oversees fiscal and HR policies.

### Demographic Information

#### Principal start date

Saturday 8/1/2009, Joseph Childers

**Number of teachers with a 2022 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 2022 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**

50

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

1,395

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	235	234	255	203	192	175	100	1394	
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	3	0	1	0	0	0	4	
Course failure in ELA	0	0	0	0	0	0	1	0	0	2	13	7	1	24	
Course failure in Math	0	0	0	0	0	0	4	0	3	0	4	3	0	14	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	33	56	74	48	64	0	0	275	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	39	69	85	6	42	1	0	242	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	10	15	15	10	15	10	10	85	

Using the table above, complete the table below with the number of students by current grade level who have 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	10	15	15	10	15	5	5	75

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
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 9/12/2022

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	210	210	230	205	191	129	123	1298	
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	2	0	0	0	0	2	
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	0	28	30	39	45	49	35	0	226	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	44	46	63	53	57	0	291	
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	1	0	0	0	1	

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

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

**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	210	210	230	205	191	129	123	1298	
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	2	0	0	0	0	2	
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	0	28	30	39	45	49	35	0	226	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	44	46	63	53	57	0	291	
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	1	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	45%	51%				50%	57%	56%
ELA Learning Gains	50%						53%	48%	51%
ELA Lowest 25th Percentile	43%						46%	43%	42%
Math Achievement	41%	37%	38%				38%	46%	51%
Math Learning Gains	55%						43%	41%	48%
Math Lowest 25th Percentile	54%						43%	46%	45%
Science Achievement	39%	32%	40%				59%	69%	68%
Social Studies Achievement	61%	39%	48%				77%	70%	73%

**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
06	2022					
	2019	49%	48%	1%	54%	-5%
Cohort Comparison						
07	2022					
	2019	47%	47%	0%	52%	-5%
Cohort Comparison		-49%				
08	2022					
	2019	49%	49%	0%	56%	-7%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	45%	-8%	55%	-18%
Cohort Comparison						
07	2022					
	2019	25%	30%	-5%	54%	-29%
Cohort Comparison		-37%				
08	2022					
	2019	34%	47%	-13%	46%	-12%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	44%	42%	2%	48%	-4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	62%	9%	67%	4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	73%	23%	71%	25%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	62%	2%	70%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	49%	-7%	61%	-19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	44%	8%	57%	-5%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	11	29	29	13	47	48	3	20		100	
ELL	34	49	42	29	54	54	25	46	88	100	42
ASN	79	42		60	54						
BLK	32	46	48	32	42	45	28	59		100	47
HSP	42	49	39	38	55	59	34	55	81	100	54
MUL	58	54		45	42		73	54			
WHT	55	55	51	53	63	48	48	78	96	100	55
FRL	41	46	42	38	54	53	36	52	85	100	51
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	15	25	30	7	16	25	21	32			
ELL	29	49	48	19	34	38	29	37	43	100	51
ASN	65	64		35	36						
BLK	38	44	31	19	24	18	37	52			
HSP	41	48	48	28	33	45	37	55	67	100	65
MUL	58	56		43	41						
WHT	57	54	46	40	32	35	56	72	57	100	90
FRL	39	47	44	25	28	36	41	54	74	100	63
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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	55
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	34
Total Points Earned for the Federal Index	660
Total Components for the Federal Index	12
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
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	54
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	54
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

ELA proficiency, gains and lowest quartile did not make adequate progress. Math gains are up across the board, specifically in Alg. 1.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA growth, specifically in level 4/5 students. Science proficiency

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

We have implemented new online programs in science across the board. We switched some staff members to ensure our best teachers are getting our most challenging cohorts of students.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

MS acceleration and Math gains.

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

Strategic scheduling for MS accel and improved staffing and coaching in the math department.

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

Continuously target students who are high performers at their area, regardless of the student's ability level. All students should be challenged academically.

**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.**

extension and project based learning for high achievers.

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

Attendance tracking and documentation, common formative assessments across teacher tracks.  
Improved scheduling to ensure students are properly placed. Teacher performance accountability.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

ELA achievement will increase by 3 percent.  
75% of Students will meet or exceed their RIT target based on NWEA.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

Classroom observations will monitor teaching best practices. A plethora of formative assessments, baseline and growth assessments will monitor progress towards the goals. Students will own their data and run data chats. Students not progressing will be provided additional support to close gaps.

**Person responsible for monitoring outcome:**

Denise Thompson (dthompson@fourcornerscharter.org)

**Evidence-based  
Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**Person Responsible**

Krista Holycross (kholycross@fourcornerscharter.org)

ELA PLC will participate in Data Dig PLC. 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. (FAST year 1 does not include learning gains, but teachers will still target above subgroups for growth.)

**Person Responsible**

Joe Childers (jchilders@fourcornerscharter.org)

Teachers will receive PD on new curriculum and standards.

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

Baseline assessments in FAST, Lexia and NWEA.

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

The ELA PLC will meet every other Friday to share best practices, engage in researchbased 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)

Baseline observations will be conducted to Tier off teacher supports.

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

Personal Learning Plans will be created using data from last year FSA as well as baseline assessment data.

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

Midyear benchmarks will be given in December/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)

Targeted tutoring based on NWEA and FAST for crunch time prep.

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

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Ensure high levels of mathematics achievement for all students. Great strides were made last year, but there needs to be a continuation of progress. 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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Math Proficiency will increase by 3%  
 75% of students will meet their RIT targets based on NWEA data.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Classroom observations will monitor teaching best practices. A plethora of formative assessments, baseline and growth assessments will monitor progress towards the goals. Personal Learning Plans will be created and monitored with fidelity. Students not progressing will be provided additional support to close gaps.

**Person responsible for monitoring outcome:**

Joe Childers (jchilders@fourcornerscharter.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ramp up tutoring over the summer to prepare for new standards.

**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. (FAST testing has no learning gains year 1, but cohorts will still be identified and targeted for growth).

**Person Responsible**

Joe Childers (jchilders@fourcornerscharter.org)

Baseline NWEA and FAST will take place during Aug/September.

**Person Responsible**

Krista Holycross (kholycross@fourcornerscharter.org)

Personal Learning Plans will be introduced through professional development and created based on FSA and baseline data from the fall.

**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 Math PLC every other Friday. 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** Krista Holycross (kholycross@fourcornerscharter.org)

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

**Person Responsible** Joe Childers (jchilders@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 based on midyear data points will take place in lead up to EOY FAST and EOC's.

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

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Science achievement will increase by 5 points

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Classroom observations will monitor teaching best practices. A plethora of formative assessments, baseline and growth assessments with monitor progress towards the goals. Students not progressing will be provided additional support to close gaps. PENDA monitoring.

**Person responsible for monitoring outcome:**

Denise Thompson (dthompson@fourcornerscharter.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Science instruction will use targeted data and hands on learning to drive instruction.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School leadership team will look for ways to Increase opportunities for students to explore science content outside of the classroom instruction through field trips and after school and/ or Saturday tutoring sessions. This is especially important for students that didn't pass the Biology EOC and 8th grade Science FSA, as well as the ESSA targeted subgroups. The leadership team will have conversations with science teachers to provide these extended learning opportunities to students.

**Person Responsible**

Denise Thompson (dthompson@fourcornerscharter.org)

Teachers will be trained on using PENDA Learning with fidelity.

**Person Responsible**

Krista Holycross (kholycross@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** Denise Thompson (dthompson@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** 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 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** Krista Holycross (kholycross@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** Denise Thompson (dthompson@fourcornerscharter.org)

**#4. Instructional Practice specifically relating to Social Studies**

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	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.
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**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase Social Studies proficiency by 4 percent.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Classroom observations will monitor teaching best practices. A plethora of formative assessments, baseline and growth assessments will monitor progress towards the goals. Students not progressing will be provided additional support to close gaps.

**Person responsible for monitoring outcome:**

Denise Thompson (dthompson@fourcornerscharter.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Using data to target and individualize instruction.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**#5. Positive Culture and 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.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase percentage of students and parents who answered Agree or Strongly Agree in the SEL category of the 2022-2023 surveys by 5.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Measure performance on AiA software and combine with classroom check ins, student and staff check ins to ensure stakeholders have a great feeling in regards to SEL.

**Person responsible for monitoring outcome:**

Denise Thompson (dthompson@fourcornerscharter.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

When you have high-quality social and emotional learning programs, it improves kids' prosocial 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**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Introduce THEM (teaching or healing every minute) to staff as a character development strategy.

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

School psychologist will run need based groups to assist in SEL and mental health processes.

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

**#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

All ESSA subgroups will score above 41%

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Classroom observations will monitor teaching best practices. A plethora of formative assessments, baseline and growth assessments with monitor progress towards the goals. Students not progressing will be provided additional support to close gaps

**Person responsible for monitoring outcome:**

Denise Thompson (dthompson@fourcornerscharter.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 (WalshSymonds, 2004).

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

Create Subgroup PLC's to discuss best practices.

**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)

Midyear data will be monitored and adjustments made as needed.

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

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### **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 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.

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

A target stakeholder group we are looking to expand is our business partners. We have seen our list of partners grow. Now is time to ensure they are helping support the school through donations, meals, supplies, etc. Using business partners for these services can really make the teachers feel appreciated, more than just during the one designated week per year. We also use our parents and parent liaison to help streamline communication. We have a targeted group of parents that monitor the social media pages to ensure other parents are in the know about school procedures. This helps build a sense of parental community instead of just administrators or staff responding