Four Corners Charter School

2020-21 Schoolwide Improvement Plan

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Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

https://wwwfourcornerscharter.org

Demographics

Principal: Denise Thompson

Start Date for this Principal: 9/3/2020

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

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	73%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Thompson, Denise	Principal	Denise Thompson, Joe Childers, and John Wideman Baseline Data: NWEA Benchmark testing, FAIR, and FSA are used for Reading, Mathematics,Science and Writing. A Functional Behavior Assessment is conducted through observation. Data,which includes frequency;duration; and on-task behavior is collected if there is a behavior concern. Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing; Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors. Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing. End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP
Childers, Joe	Assistant Principal	Denise Thompson, Joe Childers, and John Wideman Baseline Data: NWEA Benchmark testing, FAIR, and FSA are used for Reading, Mathematics,Science and Writing. A Functional Behavior Assessment is conducted through observation. Data,which includes frequency;duration; and on-task behavior is collected if there is a behavior concern. Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing; Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors. Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing. End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP
Wideman, John	Assistant Principal	Denise Thompson, Joe Childers, and John Wideman Baseline Data: NWEA Benchmark testing, FAIR, and FSA are used for Reading, Mathematics,Science and Writing. A Functional Behavior Assessment is conducted through observation. Data,which includes frequency;duration; and on-task behavior is collected if there is a behavior concern. Progress Monitoring: Academic- PMRN, Individual Tracking Sheets, Edmentum Programs, and specific content area testing; Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors. Midyear: Academic- FAIR, Benchmarks Behavior- Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing.

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

Demographic Information

Principal start date

Thursday 9/3/2020, 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

41

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (52%)

	2016-17: C (53%)
	2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

Date this data was collected or last updated

Thursday 9/3/2020

Prior Year - As Reported

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	5	14	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	5	14	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	28	31	22	50	29	23				
ELL	38	57	58	47	64	65	32				
BLK	46	54	55	46	55	43	57				
HSP	49	57	54	52	60	56	34				
MUL	67			50							
WHT	76	78	75	77	77	80	76				
FRL	51	60	63	57	61	52	52				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	47	31	22	45	45	30				

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
ELL	32	51	43	32	54	43	35				
BLK	48	60		49	52		53				
HSP	53	53	40	49	56	45	52				
MUL	73			36							
WHT	71	56	40	68	63	50	47				
FRL	54	56	45	50	56	40	52				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	30		31	54						
ELL	41	57	48	49	63	50	38				
ASN	70			80							
BLK	42	53	50	51	63	60	29				
HSP	55	55	43	55	58	47	48				
MUL	50	60		47	55						
WHT	67	55	38	66	58	35	50				
FRL	53	54	45	55	58	49	41				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
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	52
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	59
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	77
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

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

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

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

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

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

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

ELA low 25. We identified and monitored L25 from day 1 to ensure we had all students covered. They received targeted tutoring based on iReady data points.
Reflecting on the EWS data from Part I (D), identify one or two

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance gaps

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Strengthen collaborative processes to ensure that the learning needs of all students are met. Rationale The data shows the PLCs are not operating consistently at a high level on the seven stages rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject.
Measurable Outcome:	All ELA, Reading, Math Science, Civics and US History PLCs will be at stage 5 on the plc seven stage rubric by the end of semester 1 2019-2020 assessed by the principal using the seven stage rubric and formative data. All PLCs will be at stage 4 or above on the seven state rubric assessed by the Seven Stage Rubric. ELA Math and Science achievement will increase by 3 percent. All ELA and Math gains will increase by 3 percent in all sub groups. ELA low 25 will increase by 6 percent in all subgroups Math low 25 will increase by 8 percent in all subgroups.
Person responsible for monitoring outcome:	Krista Holycross (kholycross@fourcornerscharter.org)
Evidence-based Strategy:	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Monitoring Administration, PLC Lead and PLC team will meet to discuss all accountability area collaborative teams, to ensure time is being use effectively and to evaluate the level of each PLC Team weekly. PLC rubric will be used to measure Pre, Mid and End of school year progress of the PLC teams by the principal. With the addition of formative assessment scores for Math, ELA and Science PLCs.
Rationale for Evidence-based Strategy:	If teachers participate in authentic collaborative teams, that product engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase. Social and Emotional Learning (ESL) 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.
2. Principal and AP 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 through the year to build shared knowledge of PLC processes.
4. Mentoring will be conducted for teams who are struggling and additional support will be provided.
5. A PLC Team will be formed to oversee process.
6.Common formative assessments will be given after each standard to assess progress.

Person Responsible Krista Holycross (kholycross@fourcornerscharter.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Ensure high levels of learning for all students in literacy. Rationale Literacy is the foundation for all instruction. An explicit action plan must be in place in order to continue developing education as a whole.
Measurable Outcome:	ELA achievement will increase by 3 percent. ELA gains will increase by 3 percent ELA Low 25 will increase by 6 percen
Person responsible for monitoring outcome:	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy:	Research shows that targeted instruction, data driven instruction and meeting students where they are is the most effective way to close the achievement gap. 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.
Rationale for Evidence-based Strategy:	Specific instructional supports intended to scaffold emergent bilinguals' oral production of explanations facilitated or constrained students' attempts to explain. Findings demonstrate that explanations were very rarely produced, and when they were produced, the explanations were not particularly informative. It is founded that the teachers' attempts to support emergent bilingual talk via sentence starters, guiding questions, and rephrasing questions inadvertently undermined the students' attempts to explain (Rodriguez-Mojica, 2019).

Action Steps to Implement

1. Students will participate in Summer Tutoring program in June and July to help prevent summer slide.
2. Teachers will receive Professional Development for iReady and usage requirements in July
3. Data Dig PLC will be introduced through professional development during Ple-Planning which will map out data usage requirements and expectations. Initial Data Dig PLC will discuss incoming student data from FSA. Data Digging will take place every other Tuesday. Targeted groups such as Low 25, Bubble and Triple Dippers, and ESSA subgroups (SLD, ESL, etc.) will be identified at this meeting.
4. Baseline Assessments for iReady, NWEA and Lexia will take place during August.
5. Personal Learning Plans introduced during Professional Development and will be created based on FSA and online program data in August.

Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

6. The ELA PLC will meet every 4th Wednesday to share best practices, engage in research based strategies and student data implementation through professional development. The topic of the PLC will changed based
on school need. Members of ESL and SLD teams will participate in every meeting to ensure they are active participants in meeting the subgroup goals.
7. Student PLP data will be analyzed and changes will be made quarterly based on student need and subgroup need.
8. ELA data will presented each month at the Stocktake meetings.
9. Mid-year benchmarks will be given in January to assess school progress in ELA achievement goals.

Changes to PLC's will be made based on data.
10. Follow up Professional Development from iReady will take place during a PD day in January.

Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Ensure high levels of mathematics achievement for all students Rationale Math scores have not increased in a manner that will close the math achievement gap, specifically with our lowest quartile. A specific action plan must be put in place to ensure that math achievement moves in a positive direction and at a rate that will successfully close the achievement gap.
Measurable Outcome:	Math achievement will increase by 3 percent in all subgroups Math gains will increase by 3 percent in all subgroups Math low 25 gains will increase by 8 percent in all subgroups
Person responsible for monitoring outcome:	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy:	Research shows that the only way to close the wide gap of math deficiencies is to move away from whole group instruction and use data to target all elements of instruction. Classes have a wide gap of math abilities, so the only way to ensure everyone hits their individual target is to use individual student data to drive instruction.
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

Teachers will receive professional development on i-Ready and usage requirements in July
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.
3. Baseline Assessments for iReady, NWEA and Lexia will take place during August.
4. Personal Learning Plans will be introduced through professional development and created based on FSA and online program data in August.

Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Ensure high levels of science achievement for all students. Rationale Elementary schools are assessed solely on 5th grade science. However, this does not mean that science instruction is strictly a 5th grade responsibility. It is imperative that science instruction in an inquiry and hands on model takes place effectively throughout the entire elementary school.
Measurable Outcome:	Science achievement will increase by 3 percent.
Person responsible for monitoring outcome:	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy:	Science instruction will use targeted data and hands on learning to drive instruction.
Rationale for Evidence-based Strategy:	Students retain information if the activity is engaging, therefore teachers will base their targeted instruction in science with hands on learning opportunities. 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).

Action Steps to Implement

1. PD on USA Test Prep will take place for school leadership team.
2. Administration and curriculum team will share Professional Development on new curriculum to 5th grade teachers and K-4 team leads during prior planning.
3. School-led professional development on inquiry based questioning and hands on learning in science for all grade levels during prior planning.
4. 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. Create a STEM elective class for 4th and 5th grade students to rotate into biweekly.
7. STEM teacher will use baseline data and USA Test Prep to push into classes to provide added Science minutes and hands on activities to classes with data that is lower than average.
8. Plan two Science Nights with Orlando Science Center in December and March to provide additional hands on standards based practice.
9. Monitor unit data using process above and make necessary adjustments to schedules and frequency of push in intervention from STEM teacher.

Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well implemented programs designed to foster SEL are associated with positive outcomes ranging from academic improvement and improved social behavior. Social emotional competencies help students make responsible decisions, improve their mindset and help them handle challenges, and create healthy student habits in and out of the classroom. A positive student climate includes a safe environment where students and teachers have strong relationships that help develop the social emotional competencies they need to be 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 2020 82% to 87%.
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)

Teachers and students will have access to AIA for planning purposes. The teacher will integrate activities that are relevant to the students within their regular curriculum.

Person Responsible	Lindsey Hiltunen (lhiltunen@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 needed assistance including in house therapy, if deemed necessary.

Person Responsible	Katrice Pendergraph (kpendergraph@fourcornerscharter.org)

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

Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)

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

Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Ensure quality education and growth for all students, regardless of demographics. There is a large learning gap nationwide with students who fall in certain demographic categories. ESSA allows us to pinpoint these subgroups to ensure that all students are making appropriate learning gains regardless of their background.
Measurable Outcome:	All ESSA subgroups above 46%
Person responsible for monitoring outcome:	Denise Thompson (dthompson@fourcornerscharter.org)
Evidence-based Strategy:	Research shows that targeted instruction, data driven instruction and meeting students where they are is the most effective way to close the achievement gap.
Rationale for Evidence-based Strategy:	In order for all students to make gains in these subgroups, teachers must use individual student data to pinpoint deficiencies regardless of achievement level and use that data to drive instruction. In addition, all teachers and support staff must work on a united front to ensure the subgroups make adequate growth, even with the additional barriers these students have. Teachers at gap-closing schools are more likely to use data to understand skill gaps of low achieving students (Walsh-Symonds,2004)

Action Steps to Implement

Professional development on ESSA data changes due to Covid-19,to understand expectations.

Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)

Create ESSA Subgroup rosters to better track specific cohorts.

Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

Meet with ESE, ELL, and 504 staff prior to the school year starting to discuss expectations and accountability of students in ESSA subgroups

Person Responsible	Joe Childers (jchilders@fourcornerscharter.org)

Monthly Meetings and PD to discuss data and and growth in ESSA subgroups

Person Responsible	Denise Thompson (dthompson@fourcornerscharter.org)

ELL and ESE teachers participate in common planning every two weeks to ensure they are aware of occurrences in the classroom.

Person Responsible	Krista Holycross (kholycross@fourcornerscharter.org)

Additional Schoolwide Improvement Priorities

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

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

Part IV: Positive Culture & Environment

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

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

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

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

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				$108,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1140	700-Other Expenses	0863 - Four Corners Charter School	Title, I Part A		$108,000.00
			Notes: Teacher took Kagan training to assist with various educational strategies.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$4,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	3374	520-Textbooks	0863 - Four Corners Charter School	Title, I Part A		$4,900.00
			Notes: Provide supplemental material for targeted instruction			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$4,900.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1141	520-Textbooks	0863 - Four Corners Charter School	Title, I Part A		$4,900.00
			Notes: Neededf or supplemental instruction to close gaps.			
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$5,599.79**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1140	510-Supplies	0863 - Four Corners Charter School	Title, I Part A		$5,599.79
			Notes: Ordered Science Kits to provide hands -on learning and enhance STEM.			
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1140	519-Technology-Related Supplies	0863 - Four Corners Charter School	Title, I Part A		$4,000.00
			Notes: Purchased with Title 1 funds to support appropriate social behavior			
6	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$55,860.58**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1141	520-Textbooks	0863 - Four Corners Charter School	Title, I Part A		$11,207.75
			Notes: Tutoring with specific textbooks to enhance learning of student in ESSA areas.			
	1140	130-Other Certified Instructional Personnel	0863 - Four Corners Charter School	Title, I Part A		$44,652.83
			Notes: An instructional interventionist was hired to focus on ESSA groups.			
					Total:	**$183,260.37**