

School District of Osceola County, FL

Four Corners Upper School



2023-24

Schoolwide Improvement Plan (SIP)

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Four Corners Upper School

9160 BELLA CITTA BLVD, Davenport, FL 33896

<http://www.fourcornersupperschool.org>

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Childers, Joe	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, Edgenuity Programs, and specific content area testing; Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors. Midyear: Academic- Benchmarks Behavior Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing. End of the Year: Academic -NWEA Evaluation of data and determination of continuation of FUBA-BIP. Day to day operations. Oversees fiscal and HR policies.
Thompson, Denise	Other	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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, Edgenuity Programs, and specific content area testing; Behavior- Behavior Intervention Plan is used to monitor and track undesired behaviors. Midyear: Academic- Benchmarks Behavior Contingent upon severity of behavior. Might include continuous tracking of behavior or referral for testing. End of the Year: Academic -NWEA Evaluation of data and determination of continuation of FUBA-BIP. Day to day operations. Oversees fiscal and HR policies.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data points will be addressed during School Leadership Team meetings and in concurrence with in house strategic plan. Individual data will be measured and action plans will be adjusted to ensure all students regardless of ethnicity, education background, financial hardship, etc. make the necessary gains listed in this document. Plan will be monitored at midpoint and necessary changes based on need will be made.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	64%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B

	2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	11	15	28	54	
One or more suspensions	0	0	0	0	0	0	4	5	4	13	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	64	59	88	211	
Level 1 on statewide Math assessment	0	0	0	0	0	0	87	35	68	190	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	51	25	55	131

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	3	0	4	
Course failure in ELA	0	0	0	0	0	0	1	0	0	24	
Course failure in Math	0	0	0	0	0	0	4	0	3	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	33	56	74	275	
Level 1 on statewide Math assessment	0	0	0	0	0	0	39	69	85	242	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	10	15	15	85	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	10	15	15	75

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	3	0	3	
Course failure in ELA	0	0	0	0	0	0	1	0	0	1	
Course failure in Math	0	0	0	0	0	0	4	0	3	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	33	56	74	163	
Level 1 on statewide Math assessment	0	0	0	0	0	0	39	69	85	193	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	10	15	15	40	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	10	15	15	40

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	46	50	45	45	51	45		
ELA Learning Gains				50			49		
ELA Lowest 25th Percentile				43			46		
Math Achievement*	40	27	38	41	37	38	30		
Math Learning Gains				55			32		
Math Lowest 25th Percentile				54			39		
Science Achievement*	45	63	64	39	32	40	42		
Social Studies Achievement*	56	61	66	61	39	48	59		
Middle School Acceleration	75			85	38	44	64		
Graduation Rate	91	86	89	100	54	61	100		
College and Career Acceleration	75	60	65	53	60	67	68		
ELP Progress	30	46	45	34			45		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	91

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	660
Total Components for the Federal Index	12
Percent Tested	99
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	51			
AMI				
ASN	54			
BLK	54			
HSP	54			
MUL	59			
PAC				
WHT	70			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL	50			
AMI				
ASN	59			
BLK	48			
HSP	54			
MUL	54			
PAC				
WHT	64			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			40			45	56	75	91	75	30
SWD	8			9			15	16		44	6	
ELL	34			33			34	48	73	71	8	30
AMI												
ASN	47			60							2	
BLK	37			32			29	58	67	71	7	
HSP	39			37			44	53	68	75	8	28
MUL	56			42			62	75			4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	56			51			57	64	89	79	7	
FRL	40			37			40	52	70	55	8	26

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	45	50	43	41	55	54	39	61	85	100	53	34
SWD	11	29	29	13	47	48	3	20		100	0	
ELL	34	49	42	29	54	54	25	46	88	100	42	34
AMI												
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	36
MUL	58	54		45	42		73	54				
PAC												
WHT	55	55	51	53	63	48	48	78	96	100	55	
FRL	41	46	42	38	54	53	36	52	85	100	51	38

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	49	46	30	32	39	42	59	64	100	68	45
SWD	15	25	30	7	16	25	21	32				
ELL	29	49	48	19	34	38	29	37	43	100	51	45
AMI												
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	44
MUL	58	56		43	41							
PAC												
WHT	57	54	46	40	32	35	56	72	57	100	90	
FRL	39	47	44	25	28	36	41	54	74	100	63	32

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	42%	47%	-5%	50%	-8%
07	2023 - Spring	45%	39%	6%	47%	-2%
08	2023 - Spring	41%	40%	1%	47%	-6%
09	2023 - Spring	41%	43%	-2%	48%	-7%
06	2023 - Spring	44%	39%	5%	47%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	33%	40%	-7%	54%	-21%
07	2023 - Spring	42%	39%	3%	48%	-6%
08	2023 - Spring	50%	48%	2%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	34%	35%	-1%	44%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	40%	4%	50%	-6%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	36%	0%	48%	-12%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	65%	-9%	63%	-7%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	63%	-1%	66%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	57%	-8%	63%	-14%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

6th grade math. There is usually a drop between 5 and 6th grade, but this was exacerbated by the 6th grade math teacher leaving prior to the first quarter ending.

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

Middle School acceleration dropped 10 points. Our ms biology performance dropped by 20 points which caused the overall acceleration points to drop.

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.

6th grade math, please see above.

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

We hit our target in 8th grade science. We made staffing changes and incorporated Argument Driven Inquiry into the day to day lessons which helped make the necessary gains.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absenteeism and level 1 on ELA exams

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

Focus on learning gains schoolwide
Increase 6th grade math
MS Acceleration
Graduation Rate
ELA performance for level 4's and 5's

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensure staff and students have a positive culture based on wellness, both physical and mental. Happy teachers lead to happy and engaged students.

Measurable Outcome:

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

90% Staff retention rate

Monitoring:

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

In house staff surveys are provided twice a year with relevant data point. An in house wellness survey is also provided.

Person responsible for monitoring outcome:

Joe Childers (jchilders@fourcornerscharter.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Develop collective teacher efficacy by creating a positive learning environment where doing what's best for students is the driver.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. John Hattie

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Introduce culture and wellness plan during preplanning

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

By When: 8/10/2023

Present Employee Assistance Program to all teachers.

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

By When: 8/10/2023

Create monthly wellness goals with accountability partners.

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

By When: 9/1/2023

Increase staff celebrations throughout the year for years of service, awards, birthdays, etc.

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

By When: 9/1/2023

Hold Wellness Fridays where teachers will participate in activities focused on mental health and physical health.

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

By When: 9/1/2023

Introduce Collective Teacher Efficacy by John Hattie

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

By When: 8/10/2023

Create local decision making opportunities to build staff buy in.

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

By When: Throughout year as needed

Conduct quarterly culture checks with staff members

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

By When: Quarterly

Provide staff and students with in house surveys twice a year to collect data points on school culture.

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

By When: Oct/April

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensure quality education and growth for all students, specifically students with disabilities.. There is a large learning gap nationwide with students who fall in category. 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.

Students with disabilities data will increase by ten 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.

Person responsible for monitoring outcome:

Joe Childers (jchilders@fourcornerscharter.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 SWD rosters and provide baseline data to all teachers.

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

By When: 9/15/2023

Meet ESE department to discuss ESSA performances, and set expectations and accountability of students in SWD group.

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

By When: 8/10/2023

Conduct professional development on how to use data for specific ESSA subgroup.

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

By When: 9/30/2023

Create SWD PLC run by ESE department that breaks down data and best practices with staff monthly.

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

By When: 9/30/2023

Monthly check in meetings with ESE department to discuss data and growth, and well as observations from PLC meetings.

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

By When: 10/1/2023

ESE team will participate in common planning to grasp the standards their students will be covering in the classrooms.

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

By When: Ongoing

Midyear data will be monitored and adjustments made as necessary.

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

By When: Jan 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 4 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 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Baseline FAST and NWEA testing

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

By When: 9/30/2023

Biweekly DuFour based PLC's asking the 4 leading questions:

What do want students to learn

How will we measure if they learned it

What do we do with the students who did not learn it

What do we do with the students who already know it

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

By When: 8/10/2023

Students will create Personal Learning Plans and staff expectations will be introduced through professional develop.

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

By When: 10/1/2023

Needs based PD will take place during team meeting, covering areas such as engagement, HOT/DOK alignment, journaling and note taking, data driven instruction, etc.

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

By When: Throughout Year

Classroom observations to monitor progress and data

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

By When: Throughout year

Student PLP data will be analyzed and action steps will be adjusted.

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

By When: January 2024

Midyear benchmarks will be given in January to assess school progress in math achievement goals. Changes to PLC will be made based on data.

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

By When: January 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 proficiency will increase by 6 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 will own their data and run data chats.

Students not progressing will be provided additional support to close gaps.

Person responsible for monitoring outcome:

Joe Childers (jchilders@fourcornerscharter.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Baseline FAST and NWEA testing

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

By When: 9/30/2023

Biweekly DuFour based PLCs based on four guiding questions (stated above)

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

By When: 8/10/2023

Data dig PLC once baseline data and scores from new students are imported. Target groups such as L25, bubble, etc will be identified.

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

By When: 10/1/2023

Baseline observations conducted to tier off teachers for coaching cycle.

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

By When: 9/30/2023

Personal Learning Plans will be created to track individual student goals based on FAST, NWEA and student wellness.

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

By When: 10/15/2023

Midyear benchmarks will be given to assess school progress towards achieving goals. Adjustments will be made based on results.

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

By When: January 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School leadership team meets to discuss schoolwide data and resource allocation. We use the CSUSA approved resource guide to make final decisions. School will pilot programs to ensure they meet the needs of the students before the entire platform is purchased. MTSS tier two and tier three resources are including in this decision making process. All platforms purchased must have a standards based portion for standards proficiency, as well as a pathway based on individual needs, regardless of achievement level.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

n/a

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

n/a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

n/a

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

nn/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No