



Board of Directors' Meeting

**Monday, February 1, 2016
3:00 PM**



Four Corners Charter School, Inc.

Board of Directors' Meeting

Monday, February 1, 2016 | 3:00 p.m.
School District of Osceola County
817 Bill Beck Blvd | Finance Conference Room
Kissimmee, FL 34744



Agenda

Call to Order

Roll Call

- I. **Administrative**
 - Approval of October 6, 2015 Minutes

- II. **School Report**
 - Four Corners Charter School

- III. **New Business**

Board Approvals:

 - Out of Field Waiver
 - School Improvement Plan

- IV. **Old Business**
 - Board Member Required Governance Training
 - Board Member Finger Printing
 - Board Meeting Calendar

- V. **Financials**
 - FCCS Financial Report FY15-16
 - FCCS Budget FY15-16
 - Approval of FY15-16 Final Budget – Osceola County
 - Approval of FY15-16 Amendment #1 – Osceola County
 - Financial Reports Q2 FY15-16 – Osceola County

- VI. **Public Comments**

- VII. **Adjournment**

◀ **Next Meeting: TBD** ▶

MEETING MINUTES

Name of Foundation: Four Corners Charter School, Inc.
Board Meeting: Tuesday, October 6, 2015
School(s): Four Corners Charter School

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
October 6, 2015	4:05 p.m.	4:48 p.m.	January 19 th , 2016	4:00 p.m.	A. Craig
Meeting Location:					
School District of Osceola County, 817 Bill Beck Blvd, Kissimmee, FL 34744					

Attended by:	
Board Members: Tim Weisheyer, Chairman Jay Wheeler, Director Ricky Booth, Director Marc Dodd, Director	Other Attendees: Denise Thompson, Principal, Four Corners Charter School Dr. Sonia Esposito, Exec Director-Charter Schools, Osceola School District Larry Brown, Osceola County School Board Attorney Angela Barner, Sr. Accountant, Osceola School District Gary Sermersheim, Accountant, Osceola School District Ross Whitley, Auditor, Berman Hopkins Hector Aponte, Director of Compensation & Benefits, CSUSA Taylor Brown, Director of Community Relationships & Partnerships, CSUSA Matt Grossman, Assistant Controller, CSUSA Mitch Wise, VP of Development and Board Relations, CSUSA Keisha Smith, Director of Board Governance, CSUSA Allison Craig, Governing Board Coordinator, CSUSA

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 4:05 p.m. with a Call to Order by Tim Weisheyer. Roll call was taken and quorum established.

I. ADMINISTRATIVE

Approval of August 4, 2015 Minutes

The board reviewed the minutes of the May 4, 2015 meeting.

ACTION: Motion was made by Jay Wheeler and seconded by Ricky Booth to approve the minutes of the August 4, 2015, Four Corners Charter School, Inc. meeting. Motion was approved unanimously.

II. SCHOOL REPORT

- Principal Denise Thompson presented a school report that included enrollment of 1044 of a budgeted 1050.
- The board inquired about parent participation in the SAC Meetings. Principal Thompson shared that she schedules the SAC Meetings alongside the PTC Meeting to encourage participation.

- The board also asked about Principal Thompson's status on managing the additional Upper School. The board wants to ensure that she is supported. Principal Thompson added that she believes in building up a strong leadership team around her to further support the success of the schools. She does so through mentorship and professional development.

III. NEW BUSINESS

Staff Engagement Overview and 2015-16 Compensation Updates

- Hector Aponte and Taylor Brown introduced themselves to the board and thanked them for their time.
- Ms. Brown presented a Staff Engagement Overview and offered insight on new programs that will be introduced in the coming year to further engage the school staff.
- Mr. Aponte also updated the board on performance incentives in the coming year. These will be fully presented at a future meeting.
- Mr. Aponte also answered the board's questions about funding for these incentives and what they are dependent upon. He confirmed that these are based on the operating budget and that further detail will follow. He also confirmed that these are dependent upon state testing results and shared that, while the criteria for this bonus model is the same throughout the CSUSA network, it is dependent upon legislation.

ESOL/Out of Field Waivers

- The ESOL/Out of Field Waivers for FCCS were presented to the board. (See attachment.)
- The board reviewed the list of ESOL/Out of Field Waivers. All questions were answered by Principal Thompson.

MOTION: Motion was made by Ricky Booth and seconded by Jay Wheeler to approve the ESOL/Out of Field Waivers for Four Corner Charter School. Motion was approved unanimously.

IV. OLD BUSINESS

- There was no old business.

V. FINANCIALS

Audit Presentation

- Ross Whitley of Berman Hopkins presented the Audit Reports for Four Corners Charter School and Four Corners Charter School, Inc.
- Mr. Whitley shared that the only findings were related to compliance, as some of the board members' governance training and fingerprints were not updated.

MOTION: Motion was made by Jay Wheeler and seconded by Ricky Booth to approve the Audit Reports for Four Corners Charter School and Four Corner Charter School, Inc., as presented. Motion was approved unanimously.

VI. PUBLIC COMMENTS

- With the holidays coming, the board discussed the possibility of a gift or celebration for the teachers and school staff. The board members noted that there is room in the operating budget to support such a gesture. The board has tasked Principal Thompson with making the best use of the available funding in the budget and to update Chairman

Four Corners Charter School, Inc.

Weisheyer for final approval, as there will likely not be another FCCS board meeting before the end of the year.

MOTION: Motion was made by Jay Wheeler and seconded by Ricky Booth authorize Chairman Weisheyer to approve the final plans for the end-of-year holiday plans for the teachers and school staff at Four Corners Charter School on behalf of the board. Motion was approved unanimously.

- The board discussed the open fifth seat on the board. This seat is intended to be fulfilled by a representative of Lake County. The board discussed the bylaws have been amended for flexibility to allow non-district members to hold a position on the board. At a future meeting, Mr. Dodd will update the board on any developments. If there is no interested representative from Lake County, the seat will be offered and likely filled by an interested party in Osceola County.
- The board discussed their interest in holding a few meetings at the school in the coming year. They will consider this further at a future meeting.
- Chairman Weisheyer thanked the Finance Teams at the Osceola School District and CSUSA for their continued efforts to maintain the school's budgeting and facilitating the audit process. He also highlighted their professional presentations.
- The board also discussed the upcoming Student Improvement Plan. The board would like to authorize The Chairman to review and approve the Student Improvement Plan for FCCS.

MOTION: Motion was made by Ricky Booth and seconded by Jay Wheeler to authorize The Chairman to review and approve the Student Improvement Plan for Four Corners Charter School on behalf of the board. Motion was approved unanimously.

- The board discussed their next meeting date. They have decided to hold their next meeting on January 19th, 2016 at 4:00pm, just before the Osceola School District Board Meeting. The meeting will be held at the Osceola School District Office.
- Chairman Weisheyer added that the board might have a new chair by that time, as it will depend upon the upcoming elections for the Osceola County School District Board of Directors. The Osceola Chairman will serve as the Chairman for the Four Corners Charter School board of directors. Should he no longer be the Chair, Mr. Weisheyer took a moment to thank everyone for their efforts to support Four Corners Charter School and its board.

VII. ADJOURNMENT

MOTION: Motion was made by Ricky Booth and seconded by Jay Wheeler to adjourn the Four Corners Charter School, Inc. board meeting. Motion was approved unanimously.

Clarence Thacker, Chairman

Date: _____

GREAT
By CHOICE





Overview

Monthly School Reports provided for Governing Board updates on key deliverables and highlights at each school.

School Name

Four Corners Charter School

Enrollment (2014-2015)

	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE				
Total Enrollment		1061	1044	1059	1050	1040	1054									
Budgeted Enrollment		1050	1050	1050	1050	1050	1050	1050	1050	1050	1050	1050				

Enrollment Forecast (2015-2016)

	JAN	FEB	MAR	APR	MAY	JUNE	JULY			
Recommits	968									
New Applicants	236									
Wait List										
Budgeted Enrollment	1050	1050	1050	1050	1050					

Withdrawals (please use numerals)

	JULY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE			
Moving		32	25	10	8	22	15								
Curriculum															
Schedule Conflicts															
Discipline															
Not Satisfied w/Leadership															
Not Satisfied w/Teachers															
Home Schooled			5				2								
Home/District School															
Private School			2												
Friend/Sibling															
Extracurricular															
No Reason Given															
Other/Transportation		10	12			3	2								
Total Student Withdrawals	0	42	44	10	8	25	19								

Additional Enrollment information	
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Staffing Updates

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE				
New Staff		5	2	3	2	2									
Open Position: Grade/Subject		5	6	5	4	4 Total 2 Kinder, 1 first and 1 fifth									
Other Staff Updates: (Training/Professional Development/ Leading Edge)	SACS Accreditation, New Lesson Plan template, FSA, 2 LE Participants														

PTO/PTC Activities: (Provide a snapshot of some notable events and activities)

Event/Activity	Date	Description
PTC/SAC	26-Jan	FCCS Choir sang at the PTC Meeting
Fun Pasta Fundraiser	11-Feb	runs through 2/21/16
Spring Book Fair	29-Feb	runs through 3/4/16

Other Updates: (If applicable)

PTC/SAC	PTC will be replacing the curtain on the stage. The installation will take place on 2/3/16
PTC/SAC	Next meeting will take place on 2/16/16
Open Enrollment	runs from 1/4/16 through 2/29/16
Recommittal Process	runs from 1/4/16 through 1/31/16

FCES (0863) - Out of Field Report

Teacher	Out-of-Field Assignment	Current Certification	Out of Field Assignment Date
Betts, Marie	ESOL Compliance	Temp. Cert. Elem. K-6	8/3/2015
Blanchette, Brittany	ESOL Compliance	Prof. Certificate Elem. K-6	11/9/2015
Bradbury, Natasha	ESOL Compliance	Temp. Cert. PreK - Primary	8/20/2015
Brown, Terria	ESOL Compliance	Temp. Cert. Pre-K - Primary	8/3/2015
Christina Octive	ESOL Compliance	Temp. Cert. PK-Primary	9/9/2015
Fajardo, Tomas R.	ESOL Compliance	Temp. Cert. Elem. K- 6	1/16/2016
Gilbert, Curtricia	ESOL Compliance	Temp. Cert. Pre-K - Primary	8/6/2015
Hardgrove, Katie	ESOL Compliance	Temp. Cert. Art K-12	8/3/2015
Maria Lauro	ESOL Compliance	Prof. Cert. K-6	8/28/2015
Redillo Carla	ESOL Compliance	Prof. Cert. Elem. Educ. K-6	12/16/2015
Richards, Jennifer L	ESOL Compliance	Prof. Elem. Ed (K-6)	8/6/2012
Vil, Emmanuelle	ESOL Compliance	Prof. Cert. Elem. Educ. K-6	8/3/2015

Charter School Name

Four Corners Charter School (0863)

Board Meeting Date 1/20/2016

Four Corners Charter School



2015-16 School Improvement Plan

Four Corners Charter School

9100 TEACHER LN, Davenport, FL 33897

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	59%
Alternative/ESE Center	Charter School	Minority
No	Yes	64%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

FCCS has morning meetings in the elementary school. During these meeting sessions, discussions and activities are conducted around character, discipline, academics, and social skills. The goals of these meetings are to build relationships and foster a respectful culture within our school family.

Describe how the school creates an environment where students feel safe and respected before, during and after school

FCCS participates in the Osceola County Stop Bullying program. Information is provided to our school for teachers, students, parents, and stakeholders that explains the importance of a safe school environment. We also bring in a representative from the Osceola County Sheriff's Department to conduct assemblies on Cyberbullying and Bullying in general. This program is monitored throughout the year to ensure implementation with fidelity.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Responsive Classroom will be instituted in our elementary school. This program streamlines the discipline process and allow students to actively participate in the behavioral process. This encourages ownership for undesired behaviors and alternatives to navigate through different emotions. Positive reinforcement and reflection techniques are emphasized with logical consequences. Teacher are taught how to use appropriate language with students to diffuse potentially volatile situations. Training was provided on both programs to our faculty during our returning teacher orientation. The Osceola County behavioral matrix is followed for all referrals if needed.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Responsive Classroom has a social-emotional component embedded within the program. Groups are conducted around various social-emotional issues as the need arises. Our student services coordinator has partnered with different organizations to assist families in transition or those in need of basic necessities. We also have peer mediation to provide students with various social-emotional perspectives.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

FCCS uses Powerschool to track attendance. We receive a monthly update through the Osceola County system in regards to our attendance percentage. Administration monitors appropriate attendance trends. Unsatisfactory trends prompt a call and a letter home to the parents to enlighten them on the expectations of attendance and its association with academic achievement. Individual behavior plans are set up with students that receive a suspension. Goals and incentives are put in place to improve behavior. School Data is reviewed and all level 1 students receive appropriate academic remediation to close the learning gaps via computer-based learning or intensive instruction.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	3	4	1	3	4	17
One or more suspensions	0	5	2	3	2	3	15
Course failure in ELA or Math	0	5	1	3	0	1	10
Level 1 on statewide assessment	0	0	0	11	0	0	11

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	2	3	5	
Students exhibiting two or more indicators	1	1	1	1	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention Strategies we use are:
 -Computer- Based Remediation using Think Through Math, Reading Plus, Voyager, and Plato.
 Supplemental program use in the elementary.
 -Schoolwide needs based tutoring

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our goal is to increase our parental involvement by 30 % this year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school leadership team, along with the school volunteer coordinator and business partner liaison work together to build partnerships with stakeholders outside of the school. The business partner liaison has added new business partners who have graciously donated time, instructional supplies and student incentives to motivate and reward student achievement. Community members and business partners are invited to these events to see the amazing things taking place at Four Corners Charter School. It also provides local businesses the opportunity to share their information with parents and other community members.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Thompson, Denise	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Baseline Data: Benchmark testing, FAIR, and FCAT 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 continous tracking of behavior or referral for testing.

End of the Year: Academic - FAIR, NWEA Evaluation of data and determination of continuation of FUBA-BIP

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team will focus and be centered around reviewing data and problem solving to accurately make decisions for at risk students. Team will meet weekly to collaborate on instructional resources, share what worked for them, and decide on the next approach in each individual student plan for success. This will ensure consensus and create a cohesive MTSS/RTI Leadership Team.

We follow the Osceola County School District guidelines for "Free and Reduced Lunch." As of 2013, we provide free breakfast for all students, as mandated by the school district. Cafeteria is managed by Osceola County School District. Our manager facilitates grade level nutritionally outlined activities which stress the importance of a healthy and balanced diet.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Denise Thompson	Principal
Naomi Garner	Business/Community
Christopher Baltazar	Teacher
Joe Childers	Education Support Employee
Monica Magana	Parent
Christian Camacho	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2015-2016 SIP for Four Corners Charter School identified areas of focus for the school year. The teachers and staff worked tirelessly to follow the action plan set forth in the SIP. Progression of the plan was monitored continuously by the school leadership team to ensure that the goals would be met. In the end, Four Corners received the 5 Star School Award. We are still awaiting FSA data, but we had a very low number of students receive a level 1 on the 3rd Grade FSA, which is encouraging for that grade level.

Development of this school improvement plan

SAC assists the principal with the school's annual budget, improves the expenditure of school improvement funds, advertises the final draft of the SIP, supports school improvement implementation, collects and analyzes information about the community/school, receives public input regarding needs of the school, provides school with ongoing reviews of the progress, adheres to the Sunshine Law, decides jointly with the staff how the "A" money is distributed, and reviews relevant data to identify problem areas.

Preparation of the school's annual budget and plan

The school's annual budget is created by the Charter Schools USA finance team. The budget is then reviewed with the principal. Adjustments are made according to the needs of the school for the upcoming year. The budget is presented to the Four Corners Charter School Board of Directors for approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds generated.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership:**

Name	Title
Thompson, Denise	Principal

Duties**Describe how the LLT promotes literacy within the school**

The LLT is continuing the implementation of the Wonders Curriculum for grades 3 through 5. Another initiative this year is the web-based program Reading Plus. This is a web-based program that is aligned to the standards. It provides pretests and post-tests to effectively gauge student success. Students will be given reading materials based on their initial grade level report from the pretest. The content selections will be based on the interest of the students. Also, the reading coach will be focused on effectively monitoring reading fluency to help increase reading comprehension. Finally, the LLT will be monitoring the schoolwide reading challenge, and ensure that we meet 100% participation.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Culture is a key component at Four Corners Charter School. The school leadership teams works hand in hand with the teachers and other staff members to express the importance of collaborative planning and instruction. The foundation of this cultural drive is that the staff members at Four Corners Charter School know that student success is the ultimate goal, and the only way to achieve this goal is to work collaboratively. Elementary teachers implement team lesson planning, where the teachers bounce ideas off one another in order to create the most effective plan of action. Each teacher has their own area of expertise, and the school leadership team empowers teachers to take leadership roles in said areas. These teacher leaders help drive the collaborative environment throughout the school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We collaborate with our HR department and hold various hiring fairs to determine highly qualified status. We also have partnerships with universities in proximity to the school. Students interns are paired with teachers who have completed a Clinical Educator's training course. Effective teachers receive additional compensation for their performance. Our Recruitment team and Talent and Acquisition department are responsible for recruitment. The principal is the person responsible for retaining teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentoring program was developed to provide assistance and clarification with:

- classroom management ideas
- lesson planning questions
- powerschool or gradebook help
- data analysis questions
- examples of how to use Benchmark/FAIR/ or any Assessment scores effectively in the classroom
- megabinder questions
- school procedures and protocol questions
- basically helping out in anyway possible

Mentors and Mentees were paired based on grade level and subject area expertise.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Thorough background research is conducted before any instructional program is implemented in the school. The leadership team studies the new materials to ensure that they are not only correctly aligned to the Florida Standards, but also aligned to grade level and subject-area test specifications, promote differentiation and collaborative learning, and meet the requirements of the school's technology directive. Team members are selected to sample new materials or programs before full school implementation. Data is then compiled, and results are compared to see if the program is effectively improving student achievement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Every academic decision made in the school is based on data. Previous year end of year assessment data is used to create class schedules for the upcoming year. This data dictates whether or not students need intensive instruction. This data is also used to create Personal Learning Plans and academic goals for the students. Throughout the year, benchmark data is collected to ensure that students are progressing towards their own goals. If not, students are pulled for additional interventions to ensure that they are both on grade level, and progressing towards their individual goals. Finally, data is compiled in each classroom for each unit of instruction. Teachers pre-assess their students to see their needs, and fit their instruction to meet these needs. As instruction continues, teachers use formative assessments to gauge whether or not the class is grasping the content. If so, they will move on to the next area of instruction. If not, the teacher will reteach the material in a adjusted manner to meet the needs of the students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,160

After school detention will be turned into an academic improvement time. Students who receive a detention will receive specific instruction and additional work based on their areas of weakness, which are determined by the teacher grade book or benchmark testing. Students who are academically successful will receive enrichment in core areas that will focus on higher order thinking skills and utilize online programs such as Reading Plus, Think Through Math, and Plato.

Strategy Rationale

The rationale behind this strategy is to use every academic minute possible. Used in this manner, detention becomes a solution to a disciplinary situation, as well as extended learning time.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grade books will be monitored to gauge mastery levels, and benchmark data will be pulled to ensure that the additional content is improving their academic success.

Strategy: Summer Program

Minutes added to school year: 7,200

3rd Grade students who do not show proficiency in the 3rd grade end of year assessment will be offered summer school in order to be promoted to 4th grade. The six week intensive program covers the 3rd grade reading standards in a differentiated manner to meet the needs of the students.

Strategy Rationale

This strategy is implemented in order to determine which students are capable of being promoted to 4th grade, and which students would benefit academically by repeating the 3rd grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

At the end of the session, students will take the Stanford 10 Reading Assessment to determine whether or not they will be promoted to the 4th grade.

Strategy: Extended School Day

Minutes added to school year: 180,000

Students are offered after-school tutoring that will be catered to meet the individual needs of each of the attendees.

Strategy Rationale

This strategy allows teachers to work in small environments with students that need additional support in a specific area of instruction, without jeopardizing the amount of instructional minutes in a regular school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher made assessment data, as well as benchmark assessments and end of year will determine the effectiveness of the tutoring program.

Strategy: Weekend Program

Minutes added to school year: 720

Writing camps will be held each Saturday, beginning in January, and ending after the Florida writing assessment. Lessons are differentiated to meet the specific needs of the attendees.

Strategy Rationale

With increased rigor and grade level participation in this year's assessments, it is critical that additional instructional time is created to ensure that the students are effectively prepared to be successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers use formative writing assessments to gauge overall progress of mastery of the writing curriculum.

Strategy: Weekend Program

Minutes added to school year: 1,920

5th Grade teachers hold a Science Camp every Saturday beginning in January. The camp held for two hours each Saturday. Students participate in lab activities, and other science areas in order to increase mastery of the content for the FCAT.

Strategy Rationale

Science is a critical component in preparation for students to be successful in adulthood. Therefore, additional instructional time is critical in ensuring that students are not only prepared to be successful on FCAT, but to ensure that they are effectively prepared to participate in a technology-based society.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Denise, dthompson@fourcornerscharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are given regular formative assessments by the 5th grade teachers to gauge progress throughout the entirety of the science camp. In the end, the FCAT Science scores determine if students achieved their goals.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students are acclimated to behavior modification, classroom structure, and socialization with peers. This is accomplished through center based activities, peer interaction, and classroom behavior model.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All Level 1 and 2 students will receive additional instruction in content areas of weakness.
- G2.** Students will improve their writing ability through the use of a scripted research-based program
- G3.** All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.(200 pages+ one book)
- G4.**
- G5.**

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All Level 1 and 2 students will receive additional instruction in content areas of weakness. 1a

G069263

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0
ELA/Reading Lowest 25% Gains	71.0
FSA - Mathematics - Proficiency Rate	64.0
Math Lowest 25% Gains	79.0

Resources Available to Support the Goal 2

- Students will have the opportunity for remediation through online resources such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math
- Students identified as the lowest 25% are automatically enrolled in Intensive Math, which uses the Triumphs curriculum.
- Student progress can be monitored formative assessments and NWEA data.

Targeted Barriers to Achieving the Goal 3

- Parent permission to increase academic minutes in lieu of a special.
- Absences
- Transportation for afterschool tutoring

Plan to Monitor Progress Toward G1. 8

Compare test data with absentee records to show that attendance and results are related.

Person Responsible

Denise Thompson

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books

G2. Students will improve their writing ability through the use of a scripted research-based program 1a

G069264

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0
FSA - Mathematics - Proficiency Rate	64.0

Resources Available to Support the Goal 2

- Top Score Writing Curriculum

Targeted Barriers to Achieving the Goal 3

- Familiarization with the new program and quick implementation.
- Added writing requirements in both ELA and Math

Plan to Monitor Progress Toward G2. 8

Monitor results from formative assessments.

Person Responsible

Schedule

Monthly, from 8/31/2015 to 4/1/2016

Evidence of Completion

Monthly scored writing prompts tracked and compared to other students in the CSUSA network

G3. All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage. (200 pages+ one book) **1a**

 G069265

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	63.0

Resources Available to Support the Goal **2**

- Various non-fiction and fiction reading material

Targeted Barriers to Achieving the Goal **3**

- Lack of Student Interest in Subject Area

Plan to Monitor Progress Toward G3. **8**

Analyze data and monitor growth from formative assessment and benchmark testing.

Person Responsible


Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Benchmark Results, Formative Assessment Results

G4. **1a**

 G069266

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

-

Targeted Barriers to Achieving the Goal **3**

-

Plan to Monitor Progress Toward G4. **8**

Person Responsible

Schedule

Evidence of Completion

G5. 1a

G069267

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

.

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule


Evidence of Completion

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All Level 1 and 2 students will receive additional instruction in content areas of weakness. **1**

 G069263

G1.B1 Parent permission to increase academic minutes in lieu of a special. **2**

 B180194

G1.B1.S1 Provide additional minutes in academic content area of weakness. **4**

 S191487

Strategy Rationale

Additional research-based and targeted instruction will yield gains.

Action Step 1 **5**

Provide additional instructional time for students in the lowest 25%.

Person Responsible

Denise Thompson

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

NWEA, CMA, Standards and Test Specification Trackers

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Ensure student scores are increasing with intensive classes by completing walkthrough observations.

Person Responsible

Denise Thompson

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Observation form with feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ensure scores are increasing due to increased time.

Person Responsible

Denise Thompson

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

NWEA, FSA, Formative Assessments

G1.B2 Absences 2

B180195

G1.B2.S1 Provide resources that students can continue to work on when absent. 4

S191488

Strategy Rationale

Allowing students not to fall behind when they are unable to attend school.

Action Step 1 5

Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math

Person Responsible

Denise Thompson

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data and results from specific web-based program.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure programs are being used in an effective manner.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teachers provide documentation through lesson plans on proper implementation, and discuss results with students when data is available.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Ensure that student results correspond with formative and benchmark data.

Person Responsible

Denise Thompson


Schedule

Monthly, from 8/17/2015 to 6/3/2016


Evidence of Completion

Compare data from programs with NWEA data to ensure grades correspond with benchmark data.

G1.B3 Transportation for afterschool tutoring 2

 B180196

G1.B3.S1 Provide free tutoring based on student needs. 4

 S191489

Strategy Rationale

Tutoring will be targeted to needs, so it will yield higher results.

Action Step 1 5

Monitor Attendance patterns, and meet with families to discuss importance of attendance and attendance policy.

Person Responsible

Denise Thompson

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Attendance Sheets and PowerSchool

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will meet with families of students with chronic absenteeism, and find ways to ensure that student attendance improves.

Person Responsible

Denise Thompson

Schedule

On 6/3/2016

Evidence of Completion

Signed documentation by parents/guardians that state they will adhere to attendance policy.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Students with attendance plans will be closely monitored to ensure improvement of attendance record.

Person Responsible

Denise Thompson


Schedule

Daily, from 8/18/2014 to 6/5/2015


Evidence of Completion

Daily Attendance

G2. Students will improve their writing ability through the use of a scripted research-based program **1**

 G069264

G2.B1 Familiarization with the new program and quick implementation. **2**

 B180197

G2.B1.S1 Monitor curriculum implementation throughout the school year. **4**

 S191490

Strategy Rationale

To ensure that the program is being implemented with fidelity, this process must be monitored.

Action Step 1 **5**

Conduct walkthrough's to ensure curriculum is being implemented with fidelity.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Provide specific feedback based on curriculum implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Conduct walkthrough observations to ensure proper implementation.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Specific Feedback through observation tool.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Create uniform formative assessments to monitor student progress.

Person Responsible

Denise Thompson


Schedule

Monthly, from 8/31/2015 to 3/31/2016

Evidence of Completion

Results from Formative Assessment

G2.B2 Added writing requirements in both ELA and Math 2

 B180198

G2.B2.S1 Ensure that writing strategies are incorporated into math and reading curricula. 4

 S191491

Strategy Rationale

Writing must be incorporated due to the fact that effective writing will be assessed in FSA Reading and Math

Action Step 1 5

Incorporate writing element into math and reading instruction.

Person Responsible

Denise Thompson

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Walkthrough's and data chats

Person Responsible

Denise Thompson

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Walkthrough Feedback, standards mastery data, data chats

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

CRT's will provide effective feedback to make improvements with implementation of writing, if needed.

Person Responsible

Denise Thompson


Schedule

Weekly, from 8/17/2015 to 6/3/2016


Evidence of Completion

Data Chats, formative assessments, FSA Results


G3. All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.(200 pages+ one book) **1**

 G069265

G3.B1 Lack of Student Interest in Subject Area **2**

 B180199

G3.B1.S1 Motivating students to read 50 books through a schoolwide incentive program, and web based programs with incentives **4**

 S191492

Strategy Rationale

Increased reading volume will increase knowledge, use of strategies, and desire for reading.

Action Step 1 **5**

Participate in a School -Wide Reading Challenge

Person Responsible

Denise Thompson

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Excel spreadsheet filled out by each grade level with amount of books read by the students.

Action Step 2 **5**

Effectively implement Reading Plus program

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data provided from Reading Plus

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers track their own progress, as well as student progress.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Provide specific feedback through observations and lesson plan template.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers will meet with students who are not participating in reading challenge on methods to increase participation.

Person Responsible

Denise Thompson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data Tracking and monitoring with fidelity

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide additional instructional time for students in the lowest 25%.	Thompson, Denise	8/17/2015	NWEA, CMA, Standards and Test Specification Trackers	6/10/2016 daily
G1.B2.S1.A1	Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math	Thompson, Denise	8/17/2015	Data and results from specific web-based program.	6/3/2016 daily
G1.B3.S1.A1	Monitor Attendance patterns, and meet with families to discuss importance of attendance and attendance policy.	Thompson, Denise	8/17/2015	Attendance Sheets and PowerSchool	6/3/2016 daily
G2.B1.S1.A1	Conduct walkthrough's to ensure curriculum is being implemented with fidelity.	Thompson, Denise	8/17/2015	Provide specific feedback based on curriculum implementation.	6/3/2016 weekly
G2.B2.S1.A1	Incorporate writing element into math and reading instruction.	Thompson, Denise	8/17/2015		6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Participate in a School -Wide Reading Challenge	Thompson, Denise	8/17/2015	Excel spreadsheet filled out by each grade level with amount of books read by the students.	6/3/2016 annually
G3.B1.S1.A2	Effectively implement Reading Plus program	Thompson, Denise	8/17/2015	Data provided from Reading Plus	6/3/2016 weekly
G1.MA1	Compare test data with absentee records to show that attendance and results are related.	Thompson, Denise	8/17/2015	Data Chats, Benchmark Data, EOC Computerized data tracking, student grade books	6/3/2016 monthly
G1.B1.S1.MA1	Ensure scores are increasing due to increased time.	Thompson, Denise	8/17/2015	NWEA, FSA, Formative Assessments	6/3/2016 monthly
G1.B1.S1.MA1	Ensure student scores are increasing with intensive classes by completing walkthrough observations.	Thompson, Denise	8/17/2015	Observation form with feedback	6/3/2016 daily
G1.B2.S1.MA1	Ensure that student results correspond with formative and benchmark data.	Thompson, Denise	8/17/2015	Compare data from programs with NWEA data to ensure grades correspond with benchmark data.	6/3/2016 monthly
G1.B2.S1.MA1	Ensure programs are being used in an effective manner.	Thompson, Denise	8/17/2015	Teachers provide documentation through lesson plans on proper implementation, and discuss results with students when data is available.	6/3/2016 weekly
G1.B3.S1.MA1	Students with attendance plans will be closely monitored to ensure improvement of attendance record.	Thompson, Denise	8/18/2014	Daily Attendance	6/5/2015 daily
G1.B3.S1.MA1	Administration will meet with families of students with chronic absenteeism, and find ways to ensure that student attendance improves.	Thompson, Denise	8/17/2015	Signed documentation by parents/ guardians that state they will adhere to attendance policy.	6/3/2016 one-time
G2.MA1	Monitor results from formative assessments.		8/31/2015	Monthly scored writing prompts tracked and compared to other students in the CSUSA network	4/1/2016 monthly
G2.B1.S1.MA1	Create uniform formative assessments to monitor student progress.	Thompson, Denise	8/31/2015	Results from Formative Assessment	3/31/2016 monthly
G2.B1.S1.MA1	Conduct walkthrough observations to ensure proper implementation.	Thompson, Denise	8/17/2015	Specific Feedback through observation tool.	6/3/2016 weekly
G2.B2.S1.MA1	CRT's will provide effective feedback to make improvements with implementation of writing, if needed.	Thompson, Denise	8/17/2015	Data Chats, formative assessments, FSA Results	6/3/2016 weekly
G2.B2.S1.MA1	Walkthrough's and data chats	Thompson, Denise	8/17/2015	Walkthrough Feedback, standards mastery data, data chats	6/3/2016 daily
G3.MA1	Analyze data and monitor growth from formative assessment and benchmark testing.		8/17/2015	Benchmark Results, Formative Assessment Results	6/3/2016 weekly
G3.B1.S1.MA1	Teachers will meet with students who are not participating in reading challenge on methods to increase participation.	Thompson, Denise	8/17/2015	Data Tracking and monitoring with fidelity	6/3/2016 weekly
G3.B1.S1.MA1	Teachers track their own progress, as well as student progress.	Thompson, Denise	8/17/2015	Provide specific feedback through observations and lesson plan template.	6/3/2016 weekly
G4.MA1	[no content entered]			once	
G5.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All Level 1 and 2 students will receive additional instruction in content areas of weakness.

G1.B1 Parent permission to increase academic minutes in lieu of a special.

G1.B1.S1 Provide additional minutes in academic content area of weakness.

PD Opportunity 1

Provide additional instructional time for students in the lowest 25%.

Facilitator

CRT

Participants

All Instructional Staff

Schedule

Daily, from 8/17/2015 to 6/10/2016

G1.B2 Absences

G1.B2.S1 Provide resources that students can continue to work on when absent.

PD Opportunity 1

Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math

Facilitator

CRT's

Participants

All instructional Staff

Schedule

Daily, from 8/17/2015 to 6/3/2016

G2. Students will improve their writing ability through the use of a scripted research-based program

G2.B1 Familiarization with the new program and quick implementation.

G2.B1.S1 Monitor curriculum implementation throughout the school year.

PD Opportunity 1

Conduct walkthrough's to ensure curriculum is being implemented with fidelity.

Facilitator

CRT

Participants

All Staff

Schedule

Weekly, from 8/17/2015 to 6/3/2016

G2.B2 Added writing requirements in both ELA and Math

G2.B2.S1 Ensure that writing strategies are incorporated into math and reading curricula.

PD Opportunity 1

Incorporate writing element into math and reading instruction.

Facilitator

CRT

Participants

Instructional Staff

Schedule

Daily, from 8/17/2015 to 6/3/2016

G3. All students will read 50 books to increase vocabulary, comprehension, and reading strategy usage.(200 pages+ one book)

G3.B1 Lack of Student Interest in Subject Area

G3.B1.S1 Motivating students to read 50 books through a schoolwide incentive program, and web based programs with incentives

PD Opportunity 1

Effectively implement Reading Plus program

Facilitator

Reading Plus Representatives

Participants

Reading Instructional Staff

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Provide additional instructional time for students in the lowest 25%.				\$0.00
2	G1.B2.S1.A1	Provide online resources, such as Plato, Think Through Math, Reading Plus, Reading Eggs, Mathletics and Reflex Math				\$48,490.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$48,490.00
3	G1.B3.S1.A1	Monitor Attendance patterns, and meet with families to discuss importance of attendance and attendance policy.				\$0.00
4	G2.B1.S1.A1	Conduct walkthrough's to ensure curriculum is being implemented with fidelity.				\$2,034.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$2,034.00
5	G2.B2.S1.A1	Incorporate writing element into math and reading instruction.				\$0.00
6	G3.B1.S1.A1	Participate in a School -Wide Reading Challenge				\$0.00
7	G3.B1.S1.A2	Effectively implement Reading Plus program				\$0.00
					Total:	\$50,524.00

Four Corners Charter Schools
Actual vs. Budget vs. Forecast Variance Analysis
For the Period Ended Thursday, December 31, 2015

	YTD Actual	YTD Budget	Variance	% Variance	\$ YTD Effect	Explanation (15% and \$2,000)	Annual Forecast	Annual Budget	Variance	% Variance	\$ Annual Effect
ENROLLMENT (per school's record)	1,062	1,057	5	0%			1,059	1,057	2	0%	
ENROLLMENT (per funding source)	1,055	1,057	(2)	0%	\$ (5,868)		1,059	1,057	2	0%	\$ 12,224
ENROLLMENT (accrued/deferred)	7	-	-	0%	\$ 22,602		-	-	-	0%	
RATE PER STUDENT	\$ 6,532	\$ 6,112	\$ 420	7%	\$ 221,746		\$ 6,515	6112	\$ 403	7%	\$ 426,682
REVENUES											
Earned Capitation											
State/Local Per Student Funding	\$ 3,468,672	\$ 3,230,192	\$ 238,480	7%			\$ 6,899,290	\$ 6,460,384	\$ 438,906	7%	
Federal Grants	-	14,538	(14,538)	-100%			29,076	29,076	-	0%	
Florida Teacher Lead Program	13,547	-	13,547	100%			13,547	-	13,547	100%	
School Recognition Bonus	-	-	-	0%			103,919	103,919	-	0%	
Capital Outlay Funding	162,217	192,068	(29,851)	-16%			321,785	384,136	(62,351)	-16%	
District Fee Refund [>250 students]	53,043	49,635	3,408	7%			105,411	99,270	6,141	6%	
Total Earned Capitation	3,697,479	3,486,433	211,046	6%			7,473,028	7,076,785	396,243	6%	
Before and Aftercare Revenue	61,355	83,905	(22,550)	-27%			167,809	167,809	-	0%	
Miscellaneous Income	39,962	36,081	3,881	11%			72,163	72,163	-	0%	
TOTAL REVENUES	3,798,796	3,606,419	192,377	5%			7,713,000	7,316,757	396,243	5%	
EXPENSES											
Cost of Compensation											
School Leadership	49,434	56,889	7,455	13%			110,136	113,778	3,642	3%	
Administrative	29,341	45,655	16,314	36%			69,154	91,311	22,157	24%	
Teachers	860,612	1,005,567	144,955	14%			1,972,848	2,209,467	236,619	11%	
ESE/Special Education	18,817	34,932	16,115	46%			64,208	76,851	12,643	16%	
Resource Teachers	28,315	9,253	(19,062)	-206%			71,074	20,360	(50,714)	-249%	
Substitute Teachers	127,012	41,006	(86,006)	-210%			229,300	82,012	(147,288)	-180%	
Aides - Instructional	37,286	78,310	41,024	52%			90,764	156,620	65,856	42%	
Other Support/Aides	11,303	-	(11,303)	-100%			11,303	-	(11,303)	-100%	
Aftercare	32,416	17,998	(14,418)	-80%			73,080	35,997	(37,083)	-103%	
Nurse	6,478	13,149	6,671	51%			16,263	26,299	10,036	38%	
Plant Operations	2,679	36,300	33,621	93%			20,234	72,601	52,367	72%	
Tutoring	1,601	12,500	10,899	87%			25,000	25,000	-	0%	
Bonuses	2,601	33,000	30,399	92%			171,336	66,000	(105,336)	-160%	
Stipends	8,341	10,000	1,659	17%			20,000	20,000	-	0%	
Contracted SPED - Instruction	7,964	-	(7,964)	-100%			7,964	-	(7,964)	-100%	
Total Taxes & Benefits	261,181	293,800	32,619	11%			506,533	587,600	81,067	14%	
Total Cost of Compensation	1,485,381	1,688,359	202,978	12%			3,459,197	3,583,896	124,699	3%	
Professional Services											
Legal Fees	815	2,677	1,862	70%			5,355	5,355	-	0%	
Accounting Services - Audit	11,200	12,000	800	7%			12,000	12,000	-	0%	
Outside Staff Development	3,042	2,058	(984)	-48%			4,115	4,115	-	0%	
Support Ctr Overhead/ HR Admin	-	-	-	0%			-	-	-	0%	
Information Technology Services	-	-	-	0%			-	-	-	0%	
Educational and Curriculum Support	-	-	-	0%			-	-	-	0%	
Third Party Provider Costs	-	-	-	0%			-	-	-	0%	
Fee for Support Center Services	447,637	387,623	(60,014)	-15%			1,034,894	775,246	(259,648)	-33%	
CSUSA Sponsorship	-	-	-	0%			-	-	-	0%	
Computer Service Fees	50,866	50,864	(2)	0%			101,734	101,729	(5)	0%	

Four Corners Charter Schools
Actual vs. Budget vs. Forecast Variance Analysis
For the Period Ended Thursday, December 31, 2015

	YTD Actual	YTD Budget	Variance	% Variance	\$ YTD Effect	Explanation (15% and \$2,000)	Annual Forecast	Annual Budget	Variance	% Variance	\$ Annual Effect
Fee:County School Board	69,373	65,010	(4,363)	-7%			137,985	130,020	(7,965)	-6%	
Professional Fees - Other	839	3,241	2,402	74%			6,482	6,482	-	0%	
Advertising/Marketing Exp	5,056	2,000	(3,056)	-153%			5,056	4,000	(1,056)	-26%	
Staff Recruitment	725	-	(725)	-100%			925	-	(925)	-100%	
Total Professional Services	589,553	525,473	(64,080)	-12%			1,308,546	1,038,947	(269,599)	-26%	
Vendor Services											
Contracted Pupil Transportation	101,157	99,079	(2,078)	-2%			206,236	198,158	(8,078)	-4%	
Extra-Curricular Activity Events	-	2,568	2,568	100%			5,137	5,137	-	0%	
Background / Finger Printing	905	718	(187)	-26%			1,436	1,436	-	0%	
Drug Testing Fees	-	30	30	100%			60	60	-	0%	
Licenses & Permits	270	327	57	17%			655	655	-	0%	
Bank Charges & Loan Fees	2,533	1,901	(632)	-33%			4,248	3,801	(447)	-12%	
Contracted SPED - Non Instruction	-	500	500	100%			1,000	1,000	-	0%	
Contracted Custodial Services	109,482	109,482	-	0%			218,964	218,964	-	0%	
Total Vendor Services	214,347	214,605	258	0%			437,737	429,211	(8,526)	-2%	
Administrative Expenses											
Travel / Auto / Meals / Lodging/Airfare	3,201	4,930	1,729	35%			9,867	9,867	-	0%	
Business Expense - Other	300	845	545	64%			1,690	1,690	-	0%	
Dues & Subscriptions	1,471	180	(1,291)	-717%			2,471	359	(2,112)	-588%	
Printing & Copying	8,530	1,653	(6,877)	-416%			10,000	3,306	(6,694)	-202%	
Office Supplies	5,716	5,146	(570)	-11%			10,293	10,293	-	0%	
Supplies - Aftercare	-	150	150	100%			300	300	-	0%	
Medical Supplies	169	331	162	49%			663	663	-	0%	
In-house Food Service	-	497	497	100%			994	994	-	0%	
In-house Food Service - Aftercare	-	500	500	100%			1,000	1,000	-	0%	
Food Service - Paper & Smallwares	-	50	50	100%			100	100	-	0%	
Bad Debt Expense	160	-	(160)	-100%			160	-	(160)	-100%	
Total Administrative Services	19,547	14,282	(5,265)	-37%			37,537	28,572	(8,965)	-31%	
Instruction Expense											
Textbooks	28,951	44,000	15,049	34%			35,000	50,000	15,000	30%	
Instructional Licenses	36,641	18,250	(18,391)	-101%			38,141	36,500	(1,641)	-4%	
Consumable Instr. Supplies & Equip.-Students	47,742	42,500	(5,242)	-12%			60,000	85,000	25,000	29%	
Consumable Instr. Supplies & Equip.-Teachers	5,060	8,000	2,940	37%			10,000	16,000	6,000	38%	
Library & Reference Books	-	500	500	100%			1,000	1,000	-	0%	
Testing Materials	1,210	10,000	8,790	88%			20,000	20,000	-	0%	
Instructional Supplies - Florida Lead Teacher Progra	13,547	-	(13,547)	-100%			13,547	-	(13,547)	-100%	
Total Instruction Expense	133,151	123,250	(9,901)	-8%			177,688	208,500	30,813	15%	
Other Operating Expenses											
Telephone/Internet/Cable/Satellite	48,118	52,478	4,360	8%			104,955	104,955	-	0%	
Postage & Express Mail	756	629	(127)	-20%			1,258	1,258	-	0%	
Electricity & Natural Gas	80,536	93,028	12,492	13%			163,936	186,057	22,122	12%	
Water & Sewer	10,210	6,768	(3,442)	-51%			21,010	13,535	(7,475)	-55%	
Waste Disposal	27,904	26,497	(1,407)	-5%			52,994	52,994	-	0%	
Pest Control	1,394	2,500	1,106	44%			5,000	5,000	-	0%	
Maintenance & Cleaning Supplies	10,858	13,250	2,392	18%			26,500	26,500	-	0%	
Building Repairs & Maintenance	171,348	178,375	7,027	4%			356,750	356,750	-	0%	
Equipment Repairs & Maintenance	1,302	1,250	(52)	-4%			2,500	2,500	-	0%	

Four Corners Charter Schools
Actual vs. Budget vs. Forecast Variance Analysis
For the Period Ended Thursday, December 31, 2015

	YTD Actual	YTD Budget	Variance	% Variance	\$ YTD Effect	Explanation (15% and \$2,000)	Annual Forecast	Annual Budget	Variance	% Variance	\$ Annual Effect
Miscellaneous Expenses	-	330	330	100%			661	661	-	0%	
Total Other Operating Expenses	352,426	375,105	22,679	6%			735,564	750,210	14,646	2%	
Fixed Expenses											
Office Equipment - Leasing Expense	14,624	18,150	3,526	19%			30,824	36,300	5,476	15%	
Property & Liability Insurance	45,128	42,379	(2,749)	-6%			66,604	84,758	18,154	21%	
Rent Expense	565,778	565,778	-	0%			1,131,556	1,131,556	-	0%	
Total Fixed Expenses	625,530	626,307	777	0%			1,228,984	1,252,614	23,630	2%	
TOTAL EXPENSES	3,419,935	3,567,381	147,446	4%			7,385,253	7,291,950	(93,303)	-1%	
Operating Surplus/(Deficit)	378,861	39,038	339,823	870%			327,747	24,807	302,940	1221%	
Non-Operating Expenses											
Capital Expenditures (NonCap)	10,309	-	(10,309)	-100%			10,309	-	(10,309)	-100%	
Capital Expenditures (Capitalized)	117,685	166,342	48,657	29%			175,236	185,545	10,309	6%	
Other Financing Activities - Uses											
Other Financing Activities - Sources											
CHANGE IN FUND BALANCE	250,867	(127,304)	378,171	297%			142,203	(160,738)	302,939	188%	
Add back Capital Expenditures	117,685	166,342	48,657	29%			175,236	185,545	10,309	6%	
Add back Repayment of Note Payable	-	-	-	0%			-	-	-	0%	
Less Depreciation & Amortization	(81,142)	(63,172)	17,970	-28%			(163,323)	(126,344)	36,979	-29%	
CHANGE IN NET POSITION	287,410	(24,134)	311,544	1291%			(24,134)	(101,537)	329,609	325%	

FY 2016 BUDGET

Four Corners Charter School, Florida
FCCS

Budget	Final Budget 2016	Prelim Budget 2016	Variance
Enrollment	1059	1057	2
Revenue per Student	6515	6112	403
Revenues			
State Capitation / Student	6,899,290	6,460,384	438,906
Fed./State Grants	29,076	29,076	-
Florida Teacher Lead Program	13,547	-	13,547
School Recognition Bonus Income	103,919	103,919	-
Capital Outlay Revenue	321,785	384,136	(62,351)
Board Fee Refund	105,411	99,270	6,141
Total State Funded Revenue	7,473,028	7,076,786	396,243
Before and Aftercare Revenue	167,809	167,809	-
Miscellaneous Income	72,163	72,163.00	-
Total Other Revenue	239,972	239,972	-
Revenue Total	7,713,000	7,316,758	396,243
Expenses			
School Leadership	110,136	113,778	3,642
Administrative-Salaried	50,066	50,139	72
Teachers	1,972,848	2,209,467	236,619
ESE/Special Education	64,208	76,851	12,643
Resource Teachers	71,074	20,360	(50,714)
Permanent Subs	140,077	-	(140,077)
Total Salaries	2,408,409	2,470,594	62,185
Administrative-Hourly	19,088	41,172	22,084
Aides - Instructional	90,764	156,620	65,856
Aftercare	73,080	35,997	(37,082)
Plant Operations-Hourly	20,234	72,601	52,366
Nurse-Hourly	16,263	26,299	10,036
Other Support/Aides	11,303	-	(11,303)
Daily Substitute Teachers	89,223	82,012	(7,211)
Tutoring	25,000	25,000	-
Total Hourly Wages	344,955	439,701	94,746
Bonuses	171,336	66,000	(105,336)
Stipends	20,000	20,000	-
Contracted SPED Instruction	7,964	-	(7,964)
Taxes & Benefits			
Group Insurance & Other	254,001	291,865	37,864
Workers' Compensation	32,130	42,368	10,238
Payroll Taxes	220,402	253,367	32,965
Total Taxes & Benefits	506,533	587,600	81,067
Total Cost Of Compensation	3,459,197	3,583,896	124,699

FY 2016 BUDGET

Four Corners Charter School, Florida
FCCS

Budget	Final Budget 2016	Prelim Budget 2016	Variance
Professional Services			
Legal Fees - Independent Counsel	5,355	5,355	-
Accounting Services - Audit	12,000	12,000	-
Outside Staff Development	4,115	4,115	-
CSUSA Management Fees	1,034,894	775,246	(259,648)
Computer Service Fees	101,734	101,729	(5)
Fee to County School Board	137,985	130,020	(7,965)
Professional Fees - Other	6,482	6,482	-
Advertising/Marketing Exp	5,056	4,000	(1,056)
Staff Recruitment	925	-	(925)
Total Professional Services	1,308,546	1,038,947	(269,599)
Vendor Services			
Contracted Pupil Transportation	206,236	198,158	(8,078)
Extra-Curricular Activity Events	5,137	5,137	-
Background / Finger Printing	1,436	1,436	-
Drug Testing Fees	60	60	-
Licenses & Permits	655	655	-
Bank Charges & Loan Fees	4,248	3,801	(447)
Contracted SPED - Non Instruction	1,000	1,000	-
Contracted Custodial Services	218,964	218,964	-
Total Vendor Services	437,737	429,211	(8,526)
Administrative Expenses			
Travel / Auto	7,192	7,192	-
Airfare	476	476	-
Meals	199	199	-
Lodging	2,000	2,000	-
Business Expense - Other	1,690	1,690	-
Dues & Subscriptions	2,471	359	(2,111)
Printing & Copying	10,000	3,306	(6,693)
Office Supplies	10,293	10,293	(1)
Aftercare Supplies	300	300	-
Medical Supplies	663	663	-
In-house Food Service	994	994	-
In-house Food Service - Aftercare	1,000	1,000	-
Food Service - Paper & Smallwares	100	100	-
Bad Debt Expense	160	-	(160)
Total Administrative Expenses	37,537	28,572	(8,965)
Instruction Expense			
Textbooks	35,000	50,000	15,000
Consumable Instr Supplies & Equip Students	60,000	85,000	25,000
Consumable Instr. Supplies & Equip.-Teachers	10,000	16,000	6,000
Library & Reference Books	1,000	1,000	-
Testing Materials	20,000	20,000	-
Instructional Supplies - Florida Lead Teacher Program	13,547	-	(13,547)
Instructional Licenses	38,141	36,500	(1,641)
Total Instruction Expenses	177,688	208,500	30,813

FY 2016 BUDGET

Four Corners Charter School, Florida
FCCS

Budget	Final Budget 2016	Prelim Budget 2016	Variance
Other Operating Expense			
Telephone & Internet	104,955	104,955	-
Postage	1,258	1,258	-
Electricity	163,936	186,057	22,122
Water & Sewer	21,010	13,535	(7,475)
Waste Disposal	52,994	52,994	-
Pest Control	5,000	5,000	-
Maintenance & Cleaning Supplies	26,500	26,500	-
Building Repairs & Maintenance	356,750	356,750	-
Equipment Repairs & Maintenance	2,500	2,500	-
Miscellaneous Expenses	661	661	-
Total Other Operating Expense	735,564	750,210	14,646
Fixed Expenses			
Office Equipment - Leasing Expense	30,824	36,300	5,476
Property & Liability Insurance	66,604	84,758	18,154
Rent Expense	1,131,556	1,131,556	-
Total Fixed Expenses	1,228,984	1,252,614	23,630
Total Expenses	7,385,253	7,291,949	(93,303)
Operating Cash Surplus/(Deficit)	327,748	24,807	302,940
Capital Expenditures (Capitalized)			
Computers - Hardware	127,030	141,045	14,015
Computer - Software	8,500	8,500	-
FF&E	50,015	36,000	(14,015)
Other	-	-	-
Total Capital Expenditures (Capitalized)	185,544	185,545	-
Surplus/(Deficit) After Capital Expenses	142,203	(160,738)	302,939
Net Change in Fund Balance	142,203	(160,738)	302,939

2015-2016 Final Budget

**OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.**

For Fiscal Year Ending June 30, 2016

	OF1 Function UFTE	General Fund			
		Budget Amounts			
		2015-2016 Preliminary Budget	2015-2016 Final Budget	Difference	
		1066.32	685.31	-381.01	%
REVENUES					
Federal Direct	3100			0	
Federal Through State & Local	3200			0	
State Sources	3300	6,518,216	4,461,000	(2,057,216)	-31.56%
Local Sources	3400	650	650	0	0.00%
Total Revenues		6,518,866	4,461,650	(2,057,216)	-31.56%
EXPENDITURES					
Current:					
Instruction	5000	4,813,167	4,428,453	(384,714)	-7.99%
Pupil Personnel Services	6100			0	
Instructional Media Services	6200			0	
Instruction and Curriculum Development Services	6300			0	
Instructional Staff Training Services	6400			0	
Instruction Related Technology	6500			0	
Board	7100	8,550	8,550	0	0.00%
Administration Fees:				0	
District Holdback Fee	7201	30,564	32,547	1,983	6.49%
Charter Holder	7202			0	
Management Company	7203	778,518	575,699	(202,819)	-26.05%
Other	7204			0	
School Administration	7300			0	
Facilities Acquisition and Construction	7400	1,131,556	1,131,556	0	0.00%
Fiscal Services	7500			0	
Food Services	7600			0	
Central Services	7700			0	
Pupil Transportation Services	7800			0	
Operation of Plant	7900			0	
Maintenance of Plant	8100			0	
Administrative Technology Services	8200			0	
Community Services	9100			0	
Debt Service: (Function 9200)				0	
Retirement of Principal	710			0	
Interest	720			0	
Dues, Fees and Issuance Costs	730			0	
Miscellaneous Expenditures	790			0	
Capital Outlay:				0	
Facilities Acquisition and Construction	7420			0	
Other Capital Outlay	9300			0	
Total Expenditures		6,762,355	6,176,805	(585,550)	-27.56%
Excess (Deficiency) of Revenues Over (Under) Expenditures		(243,489)	(1,715,155)	(1,471,666)	-59.11%
OTHER FINANCING SOURCES (USES)					
Loans Incurred	3720			0	
Proceeds from the Sale of Capital Assets	3730			0	
Loss Recoveries	3740			0	
Proceeds of Forward Supply Contract	3760			0	
Special Facilities Construction Advances	3770			0	
Transfers In	3600	385,590	385,590	0	0.00%
Transfers Out	9700			0	
Total Other Financing Sources (Uses)		385,590	385,590	0	0.00%
SPECIAL ITEMS					
				0	
EXTRAORDINARY ITEMS					
Net Change in Fund Balances		142,101	(1,329,565)	(1,471,666)	-1035.65%
Fund Balance - Beginning of Year	2800	1,979,522	1,979,522	(0)	0.00%
Adjustment to Fund Balance	2891			0	
Fund Balance - End of Year	2700	2,121,623	649,957	(1,471,666)	-69.37%

2015-2016 Final Budget

**OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.**

For Fiscal Year Ending June 30, 2016

	OF3 Function UFTE	Capital Outlay			
		Budget Amounts			
		2015-2016 Preliminary Budget	2015-2016 Final Budget	Difference	
		1066.32	685.31	-381.01	%
REVENUES					
Federal Direct	3100			0	
Federal Through State & Local	3200			0	
State Sources	3300	385,590	385,590	0	0.00%
Local Sources	3400			0	
Total Revenues		385,590	385,590	0	0.00%
EXPENDITURES					
Current:					
Instruction	5000			0	
Pupil Personnel Services	6100			0	
Instructional Media Services	6200			0	
Instruction and Curriculum Development Services	6300			0	
Instructional Staff Training Services	6400			0	
Instruction Related Technology	6500			0	
Board	7100			0	
Administration Fees:					
District Holdback Fee	7201			0	
Charter Holder	7202			0	
Management Company	7203			0	
Other	7204			0	
School Administration	7300			0	
Facilities Acquisition and Construction	7410			0	
Fiscal Services	7500			0	
Food Services	7600			0	
Central Services	7700			0	
Pupil Transportation Services	7800			0	
Operation of Plant	7900			0	
Maintenance of Plant	8100			0	
Administrative Technology Services	8200			0	
Community Services	9100			0	
Debt Service: (Function 9200)					
Retirement of Principal	710			0	
Interest	720			0	
Dues, Fees and Issuance Costs	730			0	
Miscellaneous Expenditures	790			0	
Capital Outlay:					
Facilities Acquisition and Construction	7420			0	
Other Capital Outlay	9300			0	
Total Expenditures		0	0	0	
Excess (Deficiency) of Revenues Over (Under) Expenditures		385,590	385,590	0	0.00%
OTHER FINANCING SOURCES (USES)					
Loans Incurred	3720			0	
Proceeds from the Sale of Capital Assets	3730			0	
Loss Recoveries	3740			0	
Proceeds of Forward Supply Contract	3760			0	
Special Facilities Construction Advances	3770			0	
Transfers In	3600			0	
Transfers Out	9700	(385,590)	(385,590)	0	0.00%
Total Other Financing Sources (Uses)		(385,590)	(385,590)	0	0.00%
SPECIAL ITEMS					
EXTRAORDINARY ITEMS					
Net Change in Fund Balances		0	0	0	
Fund Balance - Beginning of Year	2800	0	0	0	
Adjustment to Fund Balance	2891				
Fund Balance - End of Year	2700	0	0	0	

**OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.**

Budget Amendment #1 for Fiscal Year Ending 6/30/2015

	General Fund				
	OF1	Budget Amounts			
	Function	2015-2016 Final Budget	2015-2016 Amendment #1	Difference	
	UFTE	685.31	1055.08	369.77	%
REVENUES					
Federal Direct	3100			0	
Federal Through State & Local	3200			0	
State Sources	3300	4,461,000	6,903,791	2,442,791	54.76%
Local Sources	3400	650	650	0	0.00%
Total Revenues		4,461,650	6,904,441	2,442,791	54.75%
EXPENDITURES					
Current:					
Instruction	5000	4,428,453	4,965,579	537,126	12.13%
Pupil Personnel Services	6100			0	
Instructional Media Services	6200			0	
Instruction and Curriculum Development Services	6300			0	
Instructional Staff Training Services	6400			0	
Instruction Related Technology	6500			0	
Board	7100	8,550	8,550	0	0.00%
Administration Fees:				0	
District Holdback Fee	7201	32,547	32,717	170	0.52%
Charter Holder	7202			0	
Management Company	7203	575,699	1,030,661	454,962	79.03%
Other	7204			0	
School Administration	7300			0	
Facilities Acquisition and Construction	7400	1,131,556	1,046,619	(84,937)	-7.51%
Fiscal Services	7500			0	
Food Services	7600			0	
Central Services	7700			0	
Pupil Transportation Services	7800			0	
Operation of Plant	7900			0	
Maintenance of Plant	8100			0	
Administrative Technology Services	8200			0	
Community Services	9100			0	
Debt Service: (Function 9200)				0	
Retirement of Principal	710			0	
Interest	720			0	
Dues, Fees and Issuance Costs	730			0	
Miscellaneous Expenditures	790			0	
Capital Outlay:				0	
Facilities Acquisition and Construction	7420			0	
Other Capital Outlay	9300			0	
Total Expenditures		6,176,805	7,084,126	907,321	84.17%
Excess (Deficiency) of Revenues Over (Under) Expenditures		(1,715,155)	(179,685)	1,535,470	138.92%
OTHER FINANCING SOURCES (USES)					
Loans Incurred	3720			0	
Proceeds from the Sale of Capital Assets	3730			0	
Loss Recoveries	3740			0	
Proceeds of Forward Supply Contract	3760			0	
Special Facilities Construction Advances	3770			0	
Transfers In	3600	385,590	321,785	(63,805)	-16.55%
Transfers Out	9700			0	
Total Other Financing Sources (Uses)		385,590	321,785	(63,805)	-16.55%
SPECIAL ITEMS					
				0	
EXTRAORDINARY ITEMS					
Net Change in Fund Balances		(1,329,565)	142,100	1,471,665	-110.69%
Fund Balance - Beginning of Year	2800	1,979,522	2,209,074	229,552	11.60%
Adjustment to Fund Balance	2891	229,552		(229,552)	-100.00%
Fund Balance - End of Year	2700	879,509	2,351,174	1,471,665	167.33%

Four Corners Charter School, Inc.
Governmental Balance Sheet
December 31, 2015

	Account Number	Fund Types				Total
		OF1 GENERAL	OF2 DEBT SERVICE	OF3 CAPITAL PROJECTS	OF4 SPECIAL REVENUE	
ASSETS						
Cash and Cash Equivalents	1110	3,299,191.62	0.00	135,622.00	0.00	3,434,813.62
Investments	1160	0.00	0.00	0.00	0.00	0.00
Taxes Receivable	1120	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	1130	1,392.46	0.00	0.00	0.00	1,392.46
Interest Receivable	1170	0.00	0.00	0.00	0.00	0.00
Due from Reinsurer	1180	0.00	0.00	0.00	0.00	0.00
Deposits Receivable	1210	0.00	0.00	0.00	0.00	0.00
Due from Other Funds	1140	0.00	0.00	0.00	0.00	0.00
Due from Other Agencies	1220	0.00	0.00	0.00	0.00	0.00
Inventory	1150	0.00	0.00	0.00	0.00	0.00
Prepaid Items	1230	0.00	0.00	0.00	0.00	0.00
Total Assets		3,300,584.08	0.00	135,622.00	0.00	3,436,206.08
LIABILITIES AND FUND BALANCES						
LIABILITIES						
Salaries, Benefits and Payroll Taxes Payable	2110	0.00	0.00	0.00	0.00	0.00
Payroll Deductions and Withholdings	2170	0.00	0.00	0.00	0.00	0.00
Accounts Payable	2120	763,415.24	0.00	0.00	0.00	763,415.24
Judgments Payable	2130	0.00	0.00	0.00	0.00	0.00
Construction Contracts Payable	2140	0.00	0.00	0.00	0.00	0.00
Construction Contracts Payable-Retained	2150	0.00	0.00	0.00	0.00	0.00
Matured Interest Payable	2190	0.00	0.00	0.00	0.00	0.00
Due to Fiscal Agent	2240	0.00	0.00	0.00	0.00	0.00
Sales Tax Payable	2260	0.00	0.00	0.00	0.00	0.00
Estimated Liability Self Insurance	2270	0.00	0.00	0.00	0.00	0.00
Accrued Interest Payable	2210	0.00	0.00	0.00	0.00	0.00
Deposits Payable	2220	0.00	0.00	0.00	0.00	0.00
Due to Other Agencies	2230	0.00	0.00	0.00	0.00	0.00
Due to Other Funds	2160	0.00	0.00	0.00	0.00	0.00
Deferred Revenue	2410	0.00	0.00	0.00	0.00	0.00
Total Liabilities		763,415.24	0.00	0.00	0.00	763,415.24
FUND BALANCES						
Total Fund Balances	2700	2,537,168.84	0.00	135,622.00	0.00	2,672,790.84
Total Liabilities and Fund Balances		3,300,584.08	0.00	135,622.00	0.00	3,436,206.08

Four Corners Charter School, Inc. Revenue & Expenditures - Budget And Actual December 31, 2015		GENERAL FUND				
		OF1	Budget Amounts		Actual	Percentage of Current Budget
		Account Number	Original	Current		
		685.31	685.31			
REVENUES						
Federal Direct	3100	0.00	0.00	0.00	0.00%	
Federal Through State	3200	0.00	0.00	0.00	0.00%	
State Sources	3300	4,461,000.00	4,472,650.42	3,441,362.47	76.94%	
Local Sources	3400	650.00	650.00	(545.77)	-83.96%	
Total Revenues		4,461,650.00	4,473,300.42	3,440,816.70	76.92%	
EXPENDITURES						
Current:						
Instruction	5000	4,428,453.00	4,440,103.42	2,099,306.79	47.28%	
Pupil Personnel Services	6100	0.00	0.00	0.00	0.00%	
Instructional Media Services	6200	0.00	0.00	0.00	0.00%	
Instruction and Curriculum Development Services	6300	0.00	0.00	0.00	0.00%	
Instructional Staff Training Services	6400	0.00	0.00	0.00	0.00%	
Instructional Related Technology	6500	0.00	0.00	0.00	0.00%	
Board	7100	8,550.00	8,550.00	0.00	0.00%	
General Administration	7200	608,245.00	608,246.00	447,637.13	73.59%	
School Administration	7300	0.00	0.00	0.00	0.00%	
Facilities Acquisition and Construction	7410	1,131,556.00	1,131,556.00	565,778.13	50.00%	
Fiscal Services	7500	0.00	0.00	0.00	0.00%	
Food Services	7600	0.00	0.00	0.00	0.00%	
Central Services	7700	0.00	0.00	0.00	0.00%	
Pupil Transportation Services	7800	0.00	0.00	0.00	0.00%	
Operation of Plant	7900	0.00	0.00	0.00	0.00%	
Maintenance of Plant	8100	0.00	0.00	0.00	0.00%	
Administrative Tech Services	8200	0.00	0.00	0.00	0.00%	
Community Services	9100	0.00	0.00	0.00	0.00%	
Debt Service	9200	0.00	0.00	0.00	0.00%	
Total Expenditures		6,176,804.00	6,188,455.42	3,112,722.05	50.30%	
Excess (Deficiency) of Revenues Over (Under) Expenditures		(1,715,154.00)	(1,715,155.00)	328,094.65	-19.13%	
OTHER FINANCING SOURCES (USES)						
Long-term Debt Proceeds & Sales of Capital Assets	3700	0.00	0.00	0.00		
Transfers In	3600	385,590.00	385,590.00	0.00		
Transfers Out	9700	0.00	0.00	0.00		
Total Other Financing Sources (Uses)		385,590.00	385,590.00	0.00		
FUND BALANCE						
Net Change in Fund Balance		(1,329,564.00)	(1,329,565.00)	328,094.65		
Fund Balance, July 01, 2015	2800	1,979,522.00	2,209,074.19	2,209,074.19		
Adjustment to Fund Balance	2891	229,552.19	0.00	0.00		
Fund Balance, June 30, 2016	2700	879,510.19	879,509.19	2,537,168.84		

Four Corners Charter School, Inc. Revenue & Expenditures - Budget And Actual December 31, 2015		CAPITAL PROJECTS FUNDS				
		OF3 Account Number	Budget Amounts		Actual	Percentage of Current Budget
			Original	Current		
REVENUES						
Federal Direct	3100	0.00	0.00	0.00	0.00%	
Federal Through State	3200	0.00	0.00	0.00	0.00%	
State Sources	3300	385,590.00	385,590.00	135,622.00	35.17%	
Local Sources	3400	0.00	0.00	0.00	0.00%	
Total Revenues		385,590.00	385,590.00	135,622.00	35.17%	
EXPENDITURES						
Current:						
Instruction	5000	0.00	0.00	0.00	0.00%	
Pupil Personnel Services	6100	0.00	0.00	0.00	0.00%	
Instructional Media Services	6200	0.00	0.00	0.00	0.00%	
Instruction and Curriculum Development Services	6300	0.00	0.00	0.00	0.00%	
Instructional Staff Training Services	6400	0.00	0.00	0.00	0.00%	
Instructional Related Technology	6500	0.00	0.00	0.00	0.00%	
Board	7100	0.00	0.00	0.00	0.00%	
General Administration	7200	0.00	0.00	0.00	0.00%	
School Administration	7300	0.00	0.00	0.00	0.00%	
Facilities Acquisition and Construction	7410	0.00	0.00	0.00	0.00%	
Fiscal Services	7500	0.00	0.00	0.00	0.00%	
Food Services	7600	0.00	0.00	0.00	0.00%	
Central Services	7700	0.00	0.00	0.00	0.00%	
Pupil Transportation Services	7800	0.00	0.00	0.00	0.00%	
Operation of Plant	7900	0.00	0.00	0.00	0.00%	
Maintenance of Plant	8100	0.00	0.00	0.00	0.00%	
Administrative Tech Services	8200	0.00	0.00	0.00	0.00%	
Community Services	9100	0.00	0.00	0.00	0.00%	
Debt Service	9200	0.00	0.00	0.00	0.00%	
Total Expenditures		0.00	0.00	0.00	0.00%	
Excess (Deficiency) of Revenues Over (Under) Expenditures		385,590.00	385,590.00	135,622.00	35.17%	
OTHER FINANCING SOURCES (USES)						
Long-term Debt Proceeds & Sales of Capital Assets	3700	0.00	0.00	0.00		
Transfers In	3600	0.00	0.00	0.00		
Transfers Out	9700	(385,590.00)	(385,590.00)	0.00		
Total Other Financing Sources (Uses)		(385,590.00)	(385,590.00)	0.00		
FUND BALANCE						
Net Change in Fund Balance		0.00	0.00	135,622.00		
Fund Balance, July 01, 2015	2800	0.00	0.00	0.00		
Adjustment to Fund Balance	2891	0.00	0.00	0.00		
Fund Balance, June 30, 2016	2700	0.00	0.00	135,622.00		