

Victory Charter School



2017-18 Schoolwide Improvement Plan

Victory Charter School

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

<https://victorycharterschools.org/>

School Demographics

School Type and Grades Served
(per MSID File)

High School
6-12

2016-17 Title I School

Yes

2016-17 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

Yes

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

93%

School Grades History

Year
Grade

2016-17
D

2015-16
C

2014-15
D*

2013-14
C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	33

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Victory Charter School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Avant Garde Academy (School) is to prepare our students with the 21st century knowledge and skill set needed to impact their surroundings from a local, national, and global perspective. This is accomplished by providing a nurturing and safe environment that promotes the development of the total child; where students are challenged intellectually, artistically, and personally.

Avant Garde Academy of Osceola is committed to providing a creative, student-centered learning environment, that incorporates the latest technology in the classroom in order to prepare our students with the necessary skills to excel in the 21st century.

b. Provide the school's vision statement.

Avant Garde Academy of Osceola vision is to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and social activities.

2. School Environment

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

The students at Avant Garde Academy (AGA) Charter school range from a variety of economic and cultural backgrounds. We learn about students' cultural background by providing a collaborative learning environment where freedom of expression is welcomed. Through our unique advisory, students and teachers have the opportunity to build relationships while focusing on college and career-ready skills through a cultural lens.

Events that provide opportunities to build relationships include;

- * Meet the Teacher
- * Parent teacher Conferences
- * Open House
- * Curriculum night
- * Hispanic Heritage Activities

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

One of the goals of AGA is to provide the a safe learning environment for all students. We have a zero tolerance for behavior that disrupts the learning environment. Further, students are provided opportunities to meet with designated staff members who serve as mentors for targeted students.

We create school environment where students feel safe by ensuring staff are visible throughout the school day. A high presence of staff are strategically stationed on duty to greet students in the morning as well as ensuring a safe departure at the conclusion of the day. Our school guidance counselor has an open door policy for students with unique concerns during the school day. The school dean ensures implementation of the schools discipline policy in accordance with the school district of Osceola County.

c. 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.

AGA uses "THE CODE" as it's school-wide behavioral system. THE CODE addresses and reinforces positive behavior expectations and is used as a mechanism to reward positive behavior and consequence undesirable behavior. Additionally, we follow the District's Code of Conduct and adhere to the provisions thereof.

Additionally, AGA facilitates the Positive Behavior Intervention and Supports (PBIS). This school-wide system of support include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

d. 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.

The prime function of our dean, guidance counselor, and mentors is to help all students begin a realistic assessment of his/her abilities, achievements, interests, and values so that he/she will be better able to make, personal, educational, and social decisions. The dean, guidance counselors, and mentors work with students on a rotation schedule to help them become aware of alternatives to, and consequences of, his/her decisions and an administrator will provide him/her an opportunity to assess these situations. AGA affirms the rights of all students to pursue an educational program without regard to sex, religion, or ethnic background.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

We will utilize our data systems to identify students who have attendance, behavioral or academic concerns. The system will generate monthly reports for 5, 10, 15, and 20 or more cumulative absences. Parent meetings will be scheduled to address concerns regarding attendance.

*One or more suspensions, whether in school or out of school

Daily reports will be created after attendance is taken on which students are suspended each day. Teachers will be notified of suspended students and will be expected to provide assignments while students are on suspension. We will notify parents of any missed assignments. Since we are using a digital curriculum, students will be able to remotely access their assignments from home. We communicate daily with teachers regarding this expectation.

*Course failure in English Language Arts or mathematics

We plan to utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). We will begin by assessing the reason for such failure such as attendance, parent support, or limitations in abilities. Upon completion of the needs assessment, we will create a targeted plan for success for each student. Students will be offered credit recovery options, such as summer school and virtual school to ensure on-time completion of credits needed for graduation/ promotion.

*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students who receive a level 1 on either ELA or mathematics statewide assessment will be placed in intensive reading or math courses. Their progress will be monitored through benchmark testing and the MTSS process. Students will be tiered according to their benchmark assessments and will receive interventions based on their level of needs. Students who reach the Tier 3 level of support that do not demonstrate sufficient rate of progress with changes in their intervention, will be referred to the Child Study Team to be considered for a Special Education evaluation. If the students are already identified as ESE, additional researched based interventions will be applied. Parents will be invited to any meetings regarding student progress.

Specific AGA MTSS indicators

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	3	3	2	2	2	1	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	1	1	1	4
Level 1 on statewide assessment	0	0	0	0	0	0	30	34	70	53	48	28	14	277

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	3	3	3	2	3	1	0	15

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

We will implement a multi-disciplinary team that will meet regularly to problem solve and create action plans for students who exhibit two or more of the early warning indicators. The specific programs we have chosen to narrow the achievement gap in reading interventions are; Achieve 3000. We will use I-Ready to assess and address the achievement gap in math and reading. We incorporated a reading curriculum: Journey. Parents will be invited to scheduled meetings to discuss student progress and changes in intervention or student performance.

The Student Attendance team will meet to discuss students who have irregular patterns in attendance. In addition to meeting regularly, teams will attend any district provided professional development on attendance and child study teams.

MTSS Triangle (Tiers)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/466418>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

As a fifth year charter school, we are working hard to develop our Partner in Education (PIE) program, as we know that this is the foundation to build and sustain partnerships with the local community. Through these partnerships, AGA will be able to secure and utilize resources to support the school and student achievement. Our school based PIE representative is working hard to establish new community relationships to continued success of our school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Adams, Melissa	Principal
Hernandez, Eddie	Assistant Principal
Nixon-Rice, Kinisha	Assistant Principal

b. Duties

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

Avant Garde Academy's principal, Melissa Adams, is an instructional leader who upholds a shared vision for the students' academic achievement. She ensures rigorous, standards-based instruction. She supports her staff with continuous professional development opportunities, and open communication. The principal oversees school wide safety and ensures efficient operations. She is in constant communication and collaboration with the surrounding community and it's stakeholders. She is the lead for Title I documentation, state accountability corrections, PLC's, common planning and other duties.

The assistant principals, Kinisha Nixon-Rice and Eddie Hernandez, are instructional leaders who assists and supports all of the principal's initiatives and duties. They the lead for the following initiatives: facilities management, special areas, athletics, technology, instructional coaching, teacher evaluation, professional development, and discipline.

2. 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.

AGA leadership team has the following systems in place. Our leadership team works collaboratively with our district based Charter School Support team to align all available resources in order to meet the needs of students and maximize student success.

The school based leadership team meets every Monday to review Professional Learning Communities meetings notes, classroom walkthroughs, teacher evaluations, problem-solving discussions and to address overall school needs. Based on the outcome of our meetings, additional resources are allocated to support classroom instruction and student interventions.

The grade level and subject area Professional Learning Communities are supported by a member of the leadership team.

In these meetings each leadership team member is responsible for supporting the teams in creating rigorous units of study per subject area. During this time, it is determined which instructional materials will be used and be provided.

In addition, each grade level meets with the leadership bi-weekly for MTSS progress monitoring. During these meetings, formative/summative assessment and intervention data is reviewed to determine next best steps to meet the needs of all students and maximize desired outcomes.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Melissa Adams	Principal
Ivonne Sardinas	Education Support Employee
Janelle Martinez	Business/Community
Amee Alphonso	Parent
Katrina Rios	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our first SAC meeting will be held October 2017 and officers elected. The evaluation of the school improvement plan will be reviewed in the October 2017 meeting.

b. Development of this school improvement plan

During the October 2017 SAC meeting, the school improvement plan will be reviewed. SAC members input will be discussed, considered, and integrated into the plan as an amendment as appropriate.

c. Preparation of the school's annual budget and plan

During the November 2017 meeting, the SAC will review and discuss the updated budget information expenditures.

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

At the November 2017 meeting, the SAC will review the school improvement fund allocations. Allocations will be reviewed for each SIP goal, which focus on professional development for teachers and instructional materials.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Adams, Melissa	Principal
Nixon-Rice, Kinisha	Assistant Principal
Hernandez, Eddie	Assistant Principal
Sardinas, Ivonne	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy leadership team's goal is to increase the number of students reading at or above grade level as well as the number of students scoring a level 3 or higher on the Spring 2017 Florida School Assessment in English Language Arts. The focus of the literacy team will be to develop a plan to increase the complexity of texts that are in classroom libraries. The team will also use data to establish literacy goals for the school year. Each month the LLT will meet to assess progress towards accomplishing the goals. Two Literacy Nights to promote positive family interactions with text-based activities. One session will be geared towards 6-8 and the second session will focus on high school literacy activities in preparation for college success.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The leadership team at AGA uses a variety of strategies to promote positive working relationships between teachers. Each grade level and subject area conduct bi-weekly Professional Learning Communities that focus on collaborative planning and standards-based instruction. A member of the leadership team attends and supports the PLC's. In conjunction with the bi-weekly PLCs, we also hold bi-weekly data chats in order to disaggregate data and identify trends and patterns as we aim to close the achievement gap. Staff meetings are held bi-weekly and professional development activities are regularly scheduled. In addition, grade level teams focus on a specific, instructional strategy during the PLC. They work together to practice and refine this instructional strategy. AGA supports teachers through research-based best practice coaching model.

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

In order for AGA to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan is executed:

The Principal and Assistant Principals will provide feedback to teachers on a weekly basis. The Leadership team will be responsible for conducting weekly walkthroughs and providing ongoing feedback for classroom teachers.

Teachers will conduct peer observations using school-based protocols as created for our school. They will provide feedback to one another on targeted skills.

The Principal and Assistant Principal will retain highly effective teachers by enhancing instructional skills through ongoing professional development, staff surveys, courageous classroom conversations, providing meaningful observation feedback, and coaching.

A leadership program will be established to ensure a leadership pipeline as well retain highly qualified teachers.

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

All first year teachers are participating in the New Teacher Mentor Program. NTMP is AGA's mentoring program to support teachers with 3 or less years of experience. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

School personnel are engaged in systematic mentoring and coaching, that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. This program sets high expectations for all school personnel and includes valid and reliable method of providing feedback and support.

Teachers with 0-1 year of experience will be paired with teachers with 7-10 years of experience.

Teachers with 2-3 years of experience will be paired with teachers with 4-6 years of experience.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The leadership team at AGA ensures its core instructional programs and materials are aligned to Florida Common Core State Standards and Next Generation Science Standards. Teachers unpack standards during weekly common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.

Our school also creates ongoing opportunities for teachers to review the Florida Common Core State Standards and to collaborate. Lesson plans are submitted weekly to learning coaches and leadership team for target feedback and to ensure lessons meet the standards. Teachers are given the opportunity for discussions and learning opportunities to promote dialogue that can eliminate misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, formative, and summative assessments that align specifically to each unit of study

b. Instructional Strategies

1. 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.

AGA believes that a data-driven approach to differentiated instruction is needed to meet the diverse needs of our students. During the first three weeks of school, all students are given baseline assessments using I-Ready in Reading and Math. Students will also submit a baseline writing sample.

The data gleaned from these assessments will be used to differentiate instruction based on individual student needs. After the initial assessment, teachers will give weekly or bi-weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, all subject areas will use a progress monitoring assessments at the end of each unit to track students' achievement relative to the standards-based learning goals.

The intensive reading and math classes will address students' needs based on grade level expectations. Students who are performing below grade level expectancy will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, as student growth is expected to regularly occur.

The leadership team and department heads will meet bi-weekly to review, discuss, and make decisions on current student data. Intervention strategies will be modified based on student data. Students who do not display proficiency will be addressed in small groups and during intervention. Students who are proficient will receive advanced instruction in small groups.

2. 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: After School Program

Minutes added to school year: 2,520

Identified students in all grade levels can receive an extra hour of reading, math and science instruction at the end of each day.

Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

This will increase student achievement in ELA, Math and Science of formative and summative assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nixon-Rice, Kinisha, krice@avantgardeacademy.org

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

Teachers will collect the following data points; attendance, performance on all formal and informal assessments, classroom assignments, and anecdotal records. This will be analyzed during bi-weekly data meetings. Additionally, the data will be used to support students in the MTSS process.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All students are assessed within the first four weeks of school. Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. Benchmark assessments will be administered throughout the year in order to determine if students are making necessary learning gains. Staff members also implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance

All members of the school staff participate in Professional Learning Communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas as well as within the AGA network. As a charter school, it is sometimes difficult to collaborate with traditional public feeder schools as our students come from various schools throughout the district. However, when possible, we communicate with previous schools as much as possible.

b. College and Career Readiness

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

As a school, we are committed to preparing our students for college and career readiness. Through rigorous academics, well-rounded extra-curricular activities, and athletic programs, we prepare our students to engage in the wider world that awaits them upon graduation. To further prepare our students for addressing 21st century skills, future workforce needs, and expectations of employers, Avant Garde Academy is adopting the academy model to capitalize on student interests and aptitudes in order to provide a curriculum that both challenges and motivates all students. Teachers from the academic and technical disciplines will work together as a team to integrate curriculum and personalize instruction. This year, we have added a career, personal, and college development course to assist students in this area.

We will provide guidance to students on enrolling in Dual Enrollment in local community colleges.

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

Through our new Career, Personal, and College Development course, the business and technology courses and the Leadership academy, AGA is partnering with the local tech and vocational schools. A calendar for field trips to and visits from these schools is being developed.

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

Our Academies will provide several Programs of Study that the students can choose from to combine a college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work.

It is also our goal to incorporate partnerships with employers, the community, and local colleges in order to bring in resources to provide student with unique learning opportunities that help motivate students.

4. 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.

Based on an analysis of the High School Feedback Report, we strive to improve readiness for public postsecondary level by implementing the following.

- A college readiness workshops for students and their parents
- Our counselor will conduct classroom guidance and individual counseling sessions with students
- We will hold two meetings, one in the Fall and the other in the Spring for parents of rising juniors to explain their role in assisting students with being ready for college

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

The 2017 FSA English Language Arts reflects students in grade 6 - 9 on average demonstrated 37% proficiency with 45%, 45%, 31%, and 30% performance respectively. The area of growth is key ideas and details and informational text. The data does not reflect an area of strength.

The 2017 FSA Mathematics reflects on average 28% of students in grades 6 - 8 performed at Level 3 or above. The data reflects operations and algebraic thinking as a growth area.

B. 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.

Performance in English Language Arts is impacted by high percentage of English for Speakers of Other Languages (ESOL) students. Students frequently struggle with the oral language, vocabulary, and thinking and metacognition.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement in ELA will increase by 15% with the implementation of research-based instructional best practices on the Spring 2017 FSA.
- G2.** Student achievement in Science will increase by 13% when teachers implement rigorous standards-based, data-driven instruction.
- G3.** Student achievement in Math will increase by 12% with the implementation of rigorous standards based data driven instruction.

Strategic Goals Detail

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

G1. Student achievement in ELA will increase by 15% with the implementation of research-based instructional best practices on the Spring 2017 FSA. 1a

G095471

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	52.0
ELA/Reading Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction.
- Teachers demonstrate a limited proficiency in ESOL research-based instructional practices.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development and on-going coaching and feedback on unit and lesson planning.
- ESOL strategies for professional development.
- Professional development on Building a Cultural of High Expectations.

Plan to Monitor Progress Toward G1. 8

Students achievement will increase on benchmark testing, I-Ready, Teacher-made and curriculum assessments.

Person Responsible

Ivonne Sardinias

Schedule

Quarterly, from 10/10/2017 to 5/25/2018

Evidence of Completion

Results from testing and assessments

G2. Student achievement in Science will increase by 13% when teachers implement rigorous standards-based, data-driven instruction. 1a

G095472

Targets Supported 1b

Indicator	Annual Target
FSA Science Achievement	31.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding of how to engage students in using technology and hands-on standards-based science lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Next Generation Sunshine State Standards, FSA Test Items Specifications, EOC Blueprints, Mastery Connect for data collection, access to technology, and science kits.

Plan to Monitor Progress Toward G2. 8

Student achievement on benchmark testing, Teacher-made and curriculum assessments.

Person Responsible

Gerald Chiles

Schedule

Quarterly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Results from testing and assessments

G3. Student achievement in Math will increase by 12% with the implementation of rigorous standards based data driven instruction. 1a

G095473

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students demonstrate difficulties when faced with solving multi-step real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development, Digit Fulls, Pearson Success, Digital notebooks, and technology.

Plan to Monitor Progress Toward G3. 8

Benchmark testing, I-Ready, Teacher-made and curriculum assessments.

Person Responsible

Kinisha Nixon-Rice

Schedule

Weekly, from 10/10/2017 to 5/25/2018

Evidence of Completion

Results from the testing and assessments

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. Student achievement in ELA will increase by 15% with the implementation of research-based instructional best practices on the Spring 2017 FSA. **1**

 G095471

G1.B1 Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction. **2**

 B257063

G1.B1.S1 After targeted professional development, key staff will conduct classroom walk-throughs, informal, and formal observations to ensure implementation of instructional strategies. **4**

 S271985

Strategy Rationale

Teachers will implement instructional strategies to reach the desired effect of increasing student achievement in ELA.

Action Step 1 **5**

The Leadership Team will coordinate professional development on implementation of researched based instructional strategies for ELA and ESOL/ELL instruction.

Person Responsible

Kinisha Nixon-Rice

Schedule

Semiannually, from 10/9/2017 to 5/25/2018

Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.

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

Weekly walk through observations, informal observations, and formal observations using the teacher evaluation protocols will be scheduled.

Person Responsible

Kinisha Nixon-Rice

Schedule

Weekly, from 10/13/2017 to 5/25/2018

Evidence of Completion

Observation data and student performance on FSA/EOC and number of teachers attaining a level of highly effective rating.

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

The Leadership Team will use classroom observation data to determine which instructional strategies need the most support for additional professional development.

Person Responsible

Ivonne Sardinas

Schedule

Biweekly, from 10/10/2017 to 5/25/2018

Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.

G1.B1.S2 Lesson plans will be reviewed weekly to ensure implementation of identified reading strategies. 4

S271986

Strategy Rationale

Implementation of best-practices will positively impact student achievement.

Action Step 1 5

Identified staff will review lesson plans weekly and provide feedback.

Person Responsible

Kinisha Nixon-Rice

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will submit lesson plans and implement feedback.

Person Responsible


Kinisha Nixon-Rice

Schedule

On 5/25/2018

Evidence of Completion

G2. Student achievement in Science will increase by 13% when teachers implement rigorous standards-based, data-driven instruction. 1

 G095472

G2.B1 Teachers have limited understanding of how to engage students in using technology and hands-on standards-based science lessons. 2

 B257065

G2.B1.S1 The leadership team representative and curriculum resource teacher will meet weekly with Professional Learning Communities and department heads to support the teams in developing rigorous instructional plans based on standards using science kits. 4

 S271987

Strategy Rationale

With the guidance and support of the coaches and administration, teams will learn how to develop rigorous standards-based and data-driven instruction using science kits and technology.

Action Step 1 5

Professional Learning Community meetings will be held bi-weekly with an assigned leadership team representative to use science kits and implement technology.

Person Responsible

Eddie Hernandez

Schedule

Biweekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Teacher lesson plans and classroom observations will indicate uniform planning and collaboration on standards based instruction using science kits and use of technology.

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

Weekly walk through observations, informal observations, and formal observations.

Person Responsible

Eddie Hernandez

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

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

Weekly walk through observations, informal observations, and formal observations.

Person Responsible

Eddie Hernandez


Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Weekly Professional Learning Community/ department heads, bi-weekly data meetings, Observation data, lesson plan documentation, and digital data notebooks will display evidences of teacher and student growth.

G3. Student achievement in Math will increase by 12% with the implementation of rigorous standards based data driven instruction. 1

 G095473

G3.B1 Students demonstrate difficulties when faced with solving multi-step real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions. 2

 B257066

G3.B1.S1 Professional development will be offered to teachers on how to teach students to use mathematical strategies. 4

 S271988

Strategy Rationale

When students are equipped with sufficient strategies, they will implement them.

Action Step 1 5

Professional Development on mathematical strategies

Person Responsible

Kinisha Nixon-Rice

Schedule

Semiannually, from 10/13/2017 to 5/25/2018

Evidence of Completion

Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

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

Weekly walk through observations, informal observations, and formal observations.

Person Responsible

Kinisha Nixon-Rice

Schedule

Biweekly, from 10/13/2017 to 5/25/2018

Evidence of Completion

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

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

The Leadership Team will use classroom observation data to determine which strategies need the most support for additional professional development.

Person Responsible

Kinisha Nixon-Rice

Schedule

Biweekly, from 10/10/2017 to 5/25/2018



Evidence of Completion

Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M390439	Students achievement will increase on benchmark testing, I-Ready, Teacher-made and curriculum...	Sardinas, Ivonne	10/10/2017	Results from testing and assessments	5/25/2018 quarterly
G2.MA1 M390442	Student achievement on benchmark testing, Teacher-made and curriculum assessments.	Chiles, Gerald	9/4/2017	Results from testing and assessments	5/25/2018 quarterly
G3.MA1 M390445	Benchmark testing, I-Ready, Teacher-made and curriculum assessments.	Nixon-Rice, Kinisha	10/10/2017	Results from the testing and assessments	5/25/2018 weekly
G1.B1.S1.MA1 M390436	The Leadership Team will use classroom observation data to determine which instructional strategies...	Sardinas, Ivonne	10/10/2017	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.	5/25/2018 biweekly
G1.B1.S1.MA1 M390437	Weekly walk through observations, informal observations, and formal observations using the teacher...	Nixon-Rice, Kinisha	10/13/2017	Observation data and student performance on FSA/EOC and number of teachers attaining a level of highly effective rating.	5/25/2018 weekly
G1.B1.S1.A1 A364755	The Leadership Team will coordinate professional development on implementation of researched based...	Nixon-Rice, Kinisha	10/9/2017	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and data notebooks will display evidences of teacher and student growth.	5/25/2018 semiannually
G2.B1.S1.MA1 M390440	Weekly walk through observations, informal observations, and formal observations.	Hernandez, Eddie	9/4/2017	Weekly Professional Learning Community/ department heads, bi-weekly data meetings, Observation data, lesson plan documentation, and digital data notebooks will display evidences of teacher and student growth.	5/25/2018 weekly
G2.B1.S1.MA1 M390441	Weekly walk through observations, informal observations, and formal observations.	Hernandez, Eddie	9/4/2017	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.	5/25/2018 weekly
G2.B1.S1.A1 A364757	Professional Learning Community meetings will be held bi-weekly with an assigned leadership team...	Hernandez, Eddie	9/4/2017	Teacher lesson plans and classroom observations will indicate uniform planning and collaboration on standards based instruction using science kits and use of technology.	5/25/2018 biweekly
G3.B1.S1.MA1 M390443	The Leadership Team will use classroom observation data to determine which strategies need the most...	Nixon-Rice, Kinisha	10/10/2017	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.	5/25/2018 biweekly
G3.B1.S1.MA1 M390444	Weekly walk through observations, informal observations, and formal observations.	Nixon-Rice, Kinisha	10/13/2017	Observation data from coaching walk through, informal, and formal observations; lesson plan documentation, and student data notebooks will display evidences of teacher and student growth.	5/25/2018 biweekly
G3.B1.S1.A1 A364758	Professional Development on mathematical strategies	Nixon-Rice, Kinisha	10/13/2017	Observation data from coaching walk throughs, informal, and formal observations; lesson plan documentation, and student data	5/25/2018 semiannually

Osceola - 0155 - Victory Charter School - 2017-18 SIP
Victory Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				notebooks will display evidences of teacher and student growth.	
G1.B1.S2.MA1  M390438	Teachers will submit lesson plans and implement feedback.	Nixon-Rice, Kinisha	9/4/2017		5/25/2018 one-time
G1.B1.S2.A1  A364756	Identified staff will review lesson plans weekly and provide feedback.	Nixon-Rice, Kinisha	9/4/2017		5/25/2018 weekly

V. Professional Development Opportunities

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

G1. Student achievement in ELA will increase by 15% with the implementation of research-based instructional best practices on the Spring 2017 FSA.

G1.B1 Teachers demonstrate limited understanding of how to strategically plan and implement research-based instructional strategies for reading instruction.

G1.B1.S1 After targeted professional development, key staff will conduct classroom walk-throughs, informal, and formal observations to ensure implementation of instructional strategies.

PD Opportunity 1

The Leadership Team will coordinate professional development on implementation of researched based instructional strategies for ELA and ESOL/ELL instruction.

Facilitator

Anne Hemphill

Participants

All Classroom Teachers

Schedule

Semiannually, from 10/9/2017 to 5/25/2018

G3. Student achievement in Math will increase by 12% with the implementation of rigorous standards based data driven instruction.

G3.B1 Students demonstrate difficulties when faced with solving multi-step real world problems and using resources, such as calculators, rulers, graph paper and standard equations to solve problems and verify solutions.

G3.B1.S1 Professional development will be offered to teachers on how to teach students to use mathematical strategies.

PD Opportunity 1

Professional Development on mathematical strategies

Facilitator

Dr. Thomas Roberts

Participants

All Math Teachers

Schedule

Semiannually, from 10/13/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Leadership Team will coordinate professional development on implementation of researched based instructional strategies for ELA and ESOL/ELL instruction.				\$44,631.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	310-Professional and Technical Services	0155 - Victory Charter School	UniSIG		\$4,500.00
	5100	610-Library Books	0155 - Victory Charter School	UniSIG		\$2,700.00
	5000	150-Aides	0155 - Victory Charter School	UniSIG		\$32,431.50
			Notes: ESOL Interventionist			
	5000	150-Aides	0155 - Victory Charter School	UniSIG		\$0.00
			Notes: ESOL Paraprofessional			
	6300	310-Professional and Technical Services	0155 - Victory Charter School	UniSIG		\$5,000.00
2	G1.B1.S2.A1	Identified staff will review lesson plans weekly and provide feedback.				\$0.00
3	G2.B1.S1.A1	Professional Learning Community meetings will be held bi-weekly with an assigned leadership team representative to use science kits and implement technology.				\$186,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	644-Computer Hardware Non-Capitalized	0155 - Victory Charter School	UniSIG		\$180,000.00
			Notes: Dell Computers			
	5100	520-Textbooks	0155 - Victory Charter School	UniSIG		\$1,500.00
	5100	510-Supplies	0155 - Victory Charter School	UniSIG		\$650.00
			Notes: Science Lab			
	5100	510-Supplies	0155 - Victory Charter School	UniSIG		\$3,850.00
			Notes: Science Kits			
4	G3.B1.S1.A1	Professional Development on mathematical strategies				\$6,308.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Osceola - 0155 - Victory Charter School - 2017-18 SIP
Victory Charter School

	6300	310-Professional and Technical Services	0155 - Victory Charter School	UniSIG		\$5,000.00
			<i>Notes: Math Professional Development</i>			
	5100	510-Supplies	0155 - Victory Charter School	UniSIG		\$1,048.50
			<i>Notes: Calculators</i>			
	5000	500-Materials and Supplies	0155 - Victory Charter School	UniSIG		\$260.00
Total:						\$236,940.00