Victory K8 Of Osceola

2019-20 Schoolwide Improvement Plan

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Victory K8 Of Osceola

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

https://victorycharterschools.org/

Demographics

Principal: Jazmin Burgos

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Closed: 2020-06-30
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: C (45%) 2017-18: D (39%) 2016-17: C (45%) 2015-16: F (23%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	F

School Board Approval

N/A

SIP Authority

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Victory Charter Schools K-5 is to implement a creative student centered learning environment that will utilize the latest technology in the classroom to prepare our students with the English, Science, Technology, Engineering, & Mathematics skills to succeed in the 21st century.

Provide the school's vision statement.

Victory Charter Schools K-5's vision is to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and social activities.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Moreno, Guillermo	Other	As an Academic Leader: Assist Literacy and Math Coach, and support the teachers in the Math, Science, Social Studies, and ELA Departments Oversees all professional development for faculty and staff Monitor vision and mission for school Leads data analysis Oversees grade level team for lesson planning and data analysis Monitors weekly data meetings and discusses expectations with teachers Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science Requires teachers to identify their students' areas of need, requiring data to support their decisions Requires teachers to identify the types of intervention being provided for those students and the research based materials being used Monitors student growth with the use of benchmarks, mini assessment, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups Provides teachers with resources and assistance analyzing data Offers support for effective ways to progress monitor students and make decisions about their academic need
Garcell, Yolanda	Other	As the Head of Schools, Ms. Garcell: Oversees operations of the school Oversees all professional development for faculty and staff Sets vision and mission for school Leads data analysis Oversees grade level team for lesson planning and data analysis Monitors weekly data meetings and discusses expectations with teachers Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science Requires teachers to identify their students' areas of need, requiring data to support their decisions Requires teachers to identify the types of intervention being provided for those students and the research based materials being used Monitors student growth with the use of benchmarks, mini assessment, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups Provides teachers with resources and assistance analyzing data Offers support for effective ways to progress monitor students and make decisions about their academic need
Burgos, Jazmin	Instructional Coach	As the ELA and Social Studies Coach, Ms. Burgos: Oversees the ELA and Social Studies Departments Runs the PLCs on a weekly basis, Mentor and coaches teachers Analyzes data to drive instruction Supports teachers to increase student achievement

Name	Title	Job Duties and Responsibilities
		Facilitates the process of building consensus and increasing infrastructure to support a school-wide implementation of MTSS Facilitates MTSS Team meetings that are focused on the problem-solving process to address the needs of all learners Maintains a log of all Tier 2 and Tier 3 students Presents data with classroom teacher at MTSS parent meetings for individual students Ensures fidelity of core reading instruction and provides PD if needed Ensures fidelity of Tier 2 intervention and provides PD if needed Provides professional development for teachers on the implementation of the Multi-Tiered System of Support (MTSS) Provides Tier 3 intervention for students Provides support for teachers during their PLC meetings as they discuss student data and resources/ strategies that can be used to meet their students' needs Provides Professional Development on the implementation of effective resources for ELA interventions Provides strategies, resources, and support for teachers who have ESOL students in their classrooms Provides professional development on effective writing implementation Provides strategies, resources, and support to teachers for writing Monitors and collects data from teachers to determine student needs Facilitates MTSS meetings with teachers and parents for those students that are identified as needing both Tier 2 and Tier 3 intervention Provides support with progress monitoring students to determine effectiveness of interventions being provided
Cruz, Emmanuel	Instructional Coach	As the Math and Science Coach, Mr, Cruz: Oversees the Math and Science Departments Runs the PLCs on a weekly basis Mentor and coaches teachers Runs the PLCs on a weekly basis, Mentor and coaches teachers Analyzes data to drive instruction Supports teachers to increase student achievement Facilitates the process of building consensus and increasing infrastructure to support a school-wide implementation of MTSS Facilitates MTSS Team meetings that are focused on the problem-solving process to address the needs of all learners Maintains a log of all Tier 2 and Tier 3 students Presents data with classroom teacher at MTSS parent meetings for individual students Ensures fidelity of core Math instruction and provides PD if needed Ensures fidelity of Tier 2 intervention and provides PD if needed Provides professional development for teachers on the implementation of the Multi-Tiered System of Support (MTSS) Provides Tier 3 intervention for students Provides support for teachers during their PLC meetings as they discuss student data and resources/ strategies that can be used to meet their

Name	Title	Job Duties and Responsibilities
		students' needs Provides Professional Development on the implementation of effective resources for Math and Science interventions Provides strategies, resources, and support for teachers who have ESOL students in their classrooms Provides professional development on effective Math and Science curriculum implementation Provides strategies, resources, and support to teachers for Math and Science Monitors and collects data from teachers to determine student needs Facilitates MTSS meetings with teachers and parents for those students that are identified as needing both Tier 2 and Tier 3 intervention Provides support with progress monitoring students to determine effectiveness of interventions being provided

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	2	3	4	10	1	6	3	8	8	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	11	19	19	25	21	0	0	0	0	98

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	1	0	4	3	7	3	0	0	0	0	18

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
17

Date this data was collected or last updated
Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	7	4	6	5	3	4	1	2	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	12	10	21	17	20	0	0	0	0	80

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

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	7	4	6	5	3	4	1	2	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	12	10	21	17	20	0	0	0	0	80

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	31%	56%	61%	34%	56%	57%
ELA Learning Gains	44%	57%	59%	52%	59%	57%
ELA Lowest 25th Percentile	39%	55%	54%	50%	54%	51%
Math Achievement	30%	52%	62%	30%	50%	58%
Math Learning Gains	52%	55%	59%	54%	55%	56%
Math Lowest 25th Percentile	56%	49%	52%	60%	52%	50%
Science Achievement	21%	49%	56%	21%	47%	53%
Social Studies Achievement	79%	75%	78%	0%	71%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	2 (6)	3 (7)	4 (4)	10 (6)	1 (5)	6 (3)	3 (4)	8 (1)	8 (2)	45 (38)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)	0 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	11 (12)	19 (10)	19 (21)	25 (17)	21 (20)	98 (80)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	51%	-19%	58%	-26%
	2018	33%	51%	-18%	57%	-24%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	32%	51%	-19%	58%	-26%
	2018	29%	48%	-19%	56%	-27%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
05	2019	19%	48%	-29%	56%	-37%
	2018	13%	50%	-37%	55%	-42%
Same Grade Comparison		6%				
Cohort Comparison		-10%				
06	2019	20%	48%	-28%	54%	-34%
	2018	38%	46%	-8%	52%	-14%
Same Grade Comparison		-18%				
Cohort Comparison		7%				
07	2019	34%	47%	-13%	52%	-18%
	2018	35%	46%	-11%	51%	-16%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
08	2019	30%	49%	-19%	56%	-26%
	2018	26%	52%	-26%	58%	-32%
Same Grade Comparison		4%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	15%	54%	-39%	62%	-47%
	2018	33%	51%	-18%	62%	-29%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	16%	53%	-37%	64%	-48%
	2018	10%	53%	-43%	62%	-52%
Same Grade Comparison		6%				
Cohort Comparison		-17%				
05	2019	23%	48%	-25%	60%	-37%
	2018	17%	52%	-35%	61%	-44%
Same Grade Comparison		6%				
Cohort Comparison		13%				
06	2019	29%	45%	-16%	55%	-26%
	2018	24%	43%	-19%	52%	-28%
Same Grade Comparison		5%				
Cohort Comparison		12%				
07	2019	54%	30%	24%	54%	0%
	2018	28%	29%	-1%	54%	-26%
Same Grade Comparison		26%				
Cohort Comparison		30%				
08	2019	13%	47%	-34%	46%	-33%
	2018	15%	43%	-28%	45%	-30%
Same Grade Comparison		-2%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	15%	45%	-30%	53%	-38%
	2018	18%	49%	-31%	55%	-37%
Same Grade Comparison		-3%				
Cohort Comparison						
08	2019	0%	42%	-42%	48%	-48%
	2018	28%	42%	-14%	50%	-22%
Same Grade Comparison		-28%				
Cohort Comparison		-18%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	62%	-14%	67%	-19%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	73%	1%	71%	3%
2018	58%	70%	-12%	71%	-13%
Compare		16%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	49%	-27%	61%	-39%
2018	40%	52%	-12%	62%	-22%
Compare		-18%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		23	22	4	57	47					
ELL	18	46	39	24	57	59	4	62			
BLK	48	71		38	62		30				
HSP	27	39	36	29	51	55	19	80	50		
FRL	31	44	40	31	49	55	22	83	47		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	3	42	57		16	20					
ELL	19	44	46	18	29	32	6	50			
BLK	29	57		17	28		20				
HSP	28	44	57	24	33	38	23	56			
WHT	50	55		50	64						
FRL	32	47	55	26	35	42	27	59	33		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	47	52	3	44	50					
ELL	13	48	52	14	48	56	4				
BLK	32	50		26	52		33				
HSP	34	51	47	30	55	61	16				
WHT	40	63		32	53						
FRL	36	51	53	29	54	63	19				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

According to the 2019 FSA scores, our Science Achievement was 21%. Lower than the district (49%) and the state (56%). The lack of professional development and intense focus on this area contributed to last year's performance. Also, lacking the latest curriculum and resources was another factor for that performance.

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

According to the 2019 FSA scores, our lowest 25% in Reading showed the greatest decline from 2018. The bottom quartile in 2018 scored 56% and last year scored 39%. The reduction of this 17% is contributed to the late implementation of the MTSS/RTI process to the bottom 25% in Reading.

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

The Science achievement had the greatest gap compared to the state average. Avant Garde Academy K-8 achievement was 21% compared to 56% for the state. The lack of professional development, the intense focus, and not having the latest curriculum and resources contributed to the 35% difference in achievement level.

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

The Social Studies achievement of 79% was the area that showed the most improvement from 2018. It increased by 20%. Hiring an experience and highly qualified teacher in Civics and the monitoring/follow-up on this area contributed to this achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting on the Early Warning Indicators, the two areas of concerns are the number of level 1 students and the attendance of students.

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

1. Science Achievement Level (21%)
2. Math Achievement Level (30%)
3. ELA Achievement Level (31%)
4. ELA Lowest 25th Percentile (39%)
5. ELA Learning Gains (44%)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	Based on the 2019 FSA reading scores, Victory Charter Schools K-8 must increase the student achievement on the Florida Standards Assessment by 10%. In order for this to occur, teachers need to understand the Florida Reading Standards and the level of rigor that they must be taught. Also, the implementation with fidelity of the SpringBoard Curriculum in grades 6-8, and HMH Journeys in K-5, will guarantee an increase in student achievement in ELA FSA.

State the measurable outcome the school plans to achieve	As a result of teaching the intent of the ELA Florida Standards, and at the necessary level of rigor with the HMH Journeys and SpringBoard Curriculum, student achievement will increase by 10% at the 2020 ELA Florida Standards Assessment.
Person responsible for monitoring outcome	Jazmin Burgos (mrs.burgos@yahoo.com)
Evidence-based Strategy	After an intense analysis of students' reading breakdown by administering a Universal Screening process with different data points from i-Ready, IXL and Reading Plus, teachers will be able to differentiate the students' needs and scaffold the ELA Standards for mastery using the HMH Journeys in K-5 and SpringBoard 6-8 curriculum.
Rationale for Evidence-based Strategy	In order for students to meet grade level expectations, it is important to found out their level in each Reading component. Assessing students with researched-based programs, will provide teachers a guide to enhance the curriculum to meet students' needs.

Action Step	
Description	1. Provide teachers with professional development on instructional planning and methodology to maximize Tier One instruction in the area of reading (August 8, 2018 by National Academic Educational Partners) using Pat Quinn's research in Maximizing Tier One Instruction: Improving Full Class Instruction. 2. Provide teachers with professional development on the SpringBoard curriculum from the company (August 6-7, 2019). 3. Administer three i-Ready Diagnostics assessments (September 2019, December 2019 and May 2020), IXL, and Reading Plus for progress monitoring throughout the year (August 2019-June 2020). 4. Implement the MTSS tiered instructional program with fidelity (August 2019-June 2020). 5.Departmentalize the elementary schedule for grades 3-5, so that one teacher instructs reading and social studies and the other teacher do mathematics and science. This will allow teachers to become experts in content (August 2019). 6. Hire an endorsed Reading Coach to provide teachers with support using the coaching cycle to maximize the Tier One instruction for all students in the area of reading (August 2019) using Elena Aguilar's research in The Art of Coaching.

7. Provide Intensive Reading course for all students who scored at a level one or two on the 2019 ELA FSA (August 2019-June 2020).

8. Conduct data chats for students and teachers on the baseline data acquired from the 2019 FSA and the ongoing progress monitoring assessments from i-Ready, IXL, and Reading Plus.

9. Provide professional development to all the teachers that teach Reading on the implementation of Guided Reading by an experienced Reading Coach (September 14, 2019).

Person Responsible   Guillermo Moreno (gmoreno@victorycharterschools.org)

#2	
Title	Ensure high levels of learning of mathematics achievement for all students.
Rationale	Based on the 2019 FSA math scores, Victory Charter Schools K-8 must increase the student achievement on the Florida Standards Assessment by 10%. In order for this to occur, teachers need to understand the Florida math Standards and the level of rigor that they must be taught. Also, with the implementation with fidelity of the Eureka Math program for K-8 grade students.

State the measurable outcome the school plans to achieve	As a result of teaching the intent of the Math Florida Standards, and at the necessary level of rigor, student achievement will increase by 10% in the 2019 Florida Standards Assessment in Mathematics and the Algebra 1 EOC.
Person responsible for monitoring outcome	Emmanuel Cruz (ecruz@avantgardeacademy.org)
Evidence-based Strategy	After an intense analysis of students' math deficiencies by administering a Universal Screening process with different data points from i-Ready, and IXL, teachers will be able to differentiate the students' needs and scaffold the Math Standards for mastery using the Eureka Math program for K-8 students.
Rationale for Evidence-based Strategy	In order for students to meet grade level expectations, it is important to found out their level in each Math Strand. Assessing students with researched-based programs, will provide teachers a guide to enhance the curriculum to meet students' needs.
Action Step	

| **Description** | 1. Provide teachers with professional development on instructional planning and methodology to maximize Tier One instruction in the area of Math (August 8, 2018 by National Academic Educational Partners) using Pat Quinn's research in Maximizing Tier One Instruction: Improving Full Class Instruction.

2. Provide teachers with professional development on the Eureka Math curriculum from the company (August 7, 2019).

3. Administer three i-Ready Diagnostics assessments (September 2019, December 2019 and May 2020), and IXL for progress monitoring throughout the year (August 2019-June 2020).

4. Implement the MTSS tiered instructional program with fidelity (August 2019-June 2020).

5.Departmentalize the elementary schedule for grades 3-5, so that one teacher instructs reading and social studies and the other teacher do mathematics and science. This will allow teachers to become experts in content (August 2019).

6. Hire a Math Coach to provide teachers with support using the coaching cycle to maximize the Tier One instruction for all students in the area of Math (August 2019) using Elena Aguilar's research in The Art of Coaching.

7. Provide Intensive Math course for all students who scored at a level one or two on the 2019 ELA FSA (August 2019-June 2020). |
|---|---|

8. Conduct data chats for students and teachers on the baseline data acquired from the 2019 FSA and the ongoing progress monitoring assessments from i-Ready, and IXL.

9. Provide professional development to all the teachers that teach Math on the implementation of Eureka Math by a Math Coach experienced using this curriculum (September 21, 2019).

Person Responsible   Guillermo Moreno (gmoreno@victorycharterschools.org)

#3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	Research states, that if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then the student achievement will increase.

State the measurable outcome the school plans to achieve	ELA, Math proficiency and gains will increase by 10% in all subgroups. Science proficiency will increase by 5% in all subgroups Social Studies proficiency will increase by 5% in all subgroups.
Person responsible for monitoring outcome	Guillermo Moreno (gmoreno@victorycharterschools.org)
Evidence-based Strategy	When using the PLC strategy, department teams meet weekly, they: analyze student data, plan together, and learn from each other approaches, strategies, and techniques in order to increase student achievement.
Rationale for Evidence-based Strategy	Professional Learning Community is a focus on and a commitment to the learning of each student. When a school functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

Action Step

Description	1. Create a Master Schedule in which teachers have the same common planning. 2. Instructional Coach will meet with the teachers weekly to work as a PLC for the purpose of assessing, analyzing,reflecting, and revising plans on course progression of individual student's needs as a Collaborative team. 3. Norms are created and followed. 4. Standards are analyzed for a clear expectation. 5. Administrative team will monitor all accountability area of collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team weekly.

Person Responsible Yolanda Garcell (ygarcell@academiceducationalpartners.org)

#4	
Title	Ensure high levels of learning opportunities for all students in the area of ELA and will increase both proficiency levels and learning gains on the 2019-20 FSA.
Rationale	Based on the 2019 FSA reading scores, Victory Charter Schools K-8 must increase the student achievement on the Florida Standards Assessment by 10% for all of Subgroups.

State the measurable outcome the school plans to achieve	As a result of teaching the intent of the ELA Florida Standards, and at the necessary level of rigor with the HMH Journeys and SpringBoard Curriculum, student achievement of all subgroups will increase by 10% at the 2020 ELA Florida Standards Assessment.
Person responsible for monitoring outcome	Jazmin Burgos (mrs.burgos@yahoo.com)
Evidence-based Strategy	After an intense analysis of students' reading breakdown by administering a Universal Screening process with different data points from i-Ready, IXL and Reading Plus, teachers will be able to differentiate the students' needs and scaffold the ELA Standards for mastery using the HMH Journeys in K-5 and SpringBoard 6-8 curriculum for all subgroups.
Rationale for Evidence-based Strategy	In order for students to meet grade level expectations, it is important to found out their level in each Reading component. Assessing students with researched-based programs, will provide teachers a guide to enhance the curriculum to meet students' needs in all subgroups.

Action Step	
Description	1. Teacher teams will meet each month their planning periods, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative Team. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.

2. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

3. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

4.Professional development will be conducted throughout the year to build shared knowledge of highly effective instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the NAEP/ Literacy Coach/ i-Ready for all grades K-8.

5. The Literacy Coach/NAEP will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

6. All students will be monitored using the Universal Screeners used at the beginning of the year: i-Ready, IXL, and Reading Plus, and VCS Writes three times a year, formative assessments quarterly.
7. Formative assessments will be given every four and a half weeks in all accountability areas.
8. SWD will receive grade level instruction through their Learning Strategies Class or by Support Facilitation. The work will be scaffolded to meet their needs and will be supported by the ESE teacher when applicable.
SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

9.Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist, ESE Resource Teacher and RCS.

Person Responsible   Guillermo Moreno (gmoreno@victorycharterschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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

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

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step Intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant
When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV
The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

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

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.				$68,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0161 - Victory K8 Of Osceola	Title, I Part A		$68,000.00
			Notes: Instructional Coach			
2	III.A.	Areas of Focus: Ensure high levels of learning of mathematics achievement for all students.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	520-Textbooks	0161 - Victory K8 Of Osceola	General Fund		$15,000.00
			Notes: Eureka Math			
3	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				$0.00
4	III.A.	Areas of Focus: Ensure high levels of learning opportunities for all students in the area of ELA and will increase both proficiency levels and learning gains on the 2019-20 FSA.				$0.00
					Total:	$83,000.00