

School District of Osceola County, FL

# Victory Charter School K 5



## 2020-21 Schoolwide Improvement Plan

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## Victory Charter School K 5

2880 N. ORANGE BLOSSOM TRAIL, Kissimmee, FL 34741

<https://victorycharterk5.org/>

### Demographics

**Principal: Mark Viera**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## 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](http://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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# Victory Charter School K 5

2880 N. ORANGE BLOSSOM TRAIL, Kissimmee, FL 34741

<https://victorycharterk5.org/>

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	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	97%

## School Grades History

Year  
Grade

## School Board Approval

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

## 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.

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>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The mission of the School is to implement a curriculum that integrates the skills and strategies that students need to be ready to learn and express themselves positively with a solid core academic program while inculcating, respect, ethics and mindfulness. Scholars will reach their full potential and become valuable citizens in their community, state, and country.

#### Provide the school's vision statement.

Empower each scholar to become his or her best self through achieving balance in the social, emotional, physical and intellectual capacities required to positively lead their lives and influence others in the community.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Moreno, Guillermo	Principal	<ul style="list-style-type: none"> <li>Oversees operations of the school</li> <li>Oversees all professional development for faculty and staff</li> <li>Sets vision and mission for school</li> <li>Leads data analysis</li> <li>Oversees grade level team for lesson planning and data analysis</li> <li>Monitors weekly data meetings and discusses expectations with teachers</li> <li>Requires teachers to identify their lowest 25% and those projected to perform below grade level in Reading, Writing, Math, and Science</li> <li>Requires teachers to identify their students' areas of need, requiring data to support their decisions</li> <li>Requires teachers to identify the types of intervention being provided for those students and the research based materials being used</li> <li>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</li> <li>Provides teachers with resources and assistance analyzing data</li> <li>Offers support for effective ways to progress monitor students and make decisions about their academic need</li> </ul>

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Mark Viera

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

14

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	45	36	39	33	39	0	0	0	0	0	0	0	221
Attendance below 90 percent	10	16	8	8	13	9	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

#### 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	0	3	11	0	0	0	0	0	0	0	14

#### The number of students identified as retainees:

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

#### Date this data was collected or last updated

Monday 8/24/2020

### Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		



**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**Prior Year - Updated**

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

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

**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	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	53%	57%	0%	53%	55%
ELA Learning Gains	0%	56%	58%	0%	55%	57%
ELA Lowest 25th Percentile	0%	51%	53%	0%	53%	52%
Math Achievement	0%	55%	63%	0%	57%	61%
Math Learning Gains	0%	59%	62%	0%	58%	61%
Math Lowest 25th Percentile	0%	45%	51%	0%	49%	51%
Science Achievement	0%	49%	53%	0%	54%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

#### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

#### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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
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

## 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

## Subgroup Data

## 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.**

N/A - this is the first year of existence for the school

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

N/A - this is the first year of existence for the school

**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.**

N/A - this is the first year of existence for the school

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

N/A - this is the first year of existence for the school

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

N/A - this is the first year of existence for the school

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

1. Number of Level 1 students in Reading (16)
2. Number of Level1 students in Math (16)
3. Number of students below 90% in attendance (64)

## Part III: Planning for Improvement

**Areas of Focus:**

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

Victory Charter School K-5 opened in August 2020; therefore, no previous record of standardized assessment results are on file for analysis. School leadership utilized data points from the District average of 52% in reading accountability areas and feeder middle/high school reading proficiency rate of 34% in 2019 to determine area of focus. Data indicates a need to strengthen Tier one instruction and a structured Tier two intervention program followed with fidelity to improve reading comprehension skills.

**Measurable Outcome:**

Victory Charter School K-5 will achieve a minimum of 62% proficiency rate in reading comprehension as evidenced by the 2021 FSA administration.

**Person responsible for monitoring outcome:**

Guillermo Moreno (gmoreno@victorycharterschools.org)

**Evidence-based Strategy:**

The school will utilize a research-based suite of curriculum and instructional tools to form a comprehensive MTSS process driven by a backwards-design approach to lesson planning informed by formative and summative assessments. The Universal Screeners utilized by the school will drive not only student tiering but their specific instructional programs at the Tier 2 and Tier 3 levels. Tier one instruction will be based on the curriculum, Wonders and ReadingPlus. Tier two instruction will be based on the utilization of i-Ready Online Instruction. Tier three instruction will be based on the utilization of i-Ready Toolbox. Given the school's high number of Tier two students, the assessment results will be used particularly to design specific standard-based lessons for intervention-based instruction.

**Rationale for Evidence-based Strategy:**

Studies show that the analysis of student assessment data serves a critical role in the teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010).

**Action Steps to Implement**

1. Provide teachers with professional development on instructional planning and methodology.
2. Provide teachers with professional development on the Wonders Curriculum from McGraw-Hill (August 2020).
3. Administer three i-Ready Diagnostics assessments , and NWEA MAP (September 2020, December 2020 and May 2021), Reading Plus for progress monitoring throughout the year (August 2020-June 2021).
4. Implement the MTSS tiered instructional program with fidelity.
5. Departmentalize the elementary schedule for grades 2-5, 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 2020).
6. Conduct data chats for students/teachers on the baseline data acquired from the 2019 FSA and the ongoing progress monitoring assessments from i-Ready, NWEA MAP, and Reading Plus.
7. Contract expert consultant to deliver professional development to Reading teachers on the implementation of the Jan Richardson Guided Reading Program (August 2020).

**Person Responsible**

Guillermo Moreno (gmoreno@victorycharterschools.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Victory Charter School K-5 opened in August 2020; therefore, no previous record of standardized assessment results are on file for analysis. School leadership utilized data points from the District average of 55% in math accountability areas and feeder middle/high school math proficiency rate of 24% in 2019 to determine area of focus. Data indicates a need to strengthen Tier one instruction and a structured Tier two intervention program followed with fidelity to improve math skills.

**Measurable Outcome:** Victory Charter School K-5 will achieve a minimum of 62% proficiency rate in math as evidenced by the 2021 FSA administration.

**Person responsible for monitoring outcome:** Guillermo Moreno (gmoreno@victorycharterschools.org)

**Evidence-based Strategy:** The school will utilize a research-based suite of curriculum and instructional tools to form a comprehensive MTSS process for mathematics driven by a backwards-design approach to lesson planning informed by formative and summative assessments. The Universal Screeners utilized by the school will drive not only student tiering but their specific instructional programs at the Tier 2 and Tier 3 levels. Tier one instruction will be based on the curriculum, Eureka and IXL. Tier two instruction will be based on the utilization of i-Ready Online Instruction. Tier three instruction will be based on the utilization of i-Ready Toolbox.

**Rationale for Evidence-based Strategy:** In order for students to meet grade level expectations, it is important to determine their level in each Math Strand and when necessary, intervene accordingly. Assessing students with researched-based programs, will provide teachers a guide to enhance the curriculum to meet students' needs. Eureka Math's strong, research-based curriculum, which comes with its own unit and standard-based formative and summative assessments, will ensure all teachers have a strong base of curriculum and assessment tools in mathematics. Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

**Action Steps to Implement**

1. Provide teachers with professional development on instructional planning and methodology.
2. Provide teachers with professional development on the Eureka Math curriculum from the company (August 2020).
3. Administer three i-Ready Diagnostics assessments and NWEA MAP (September 2020, December 2020 and May 2021), and IXL for progress monitoring throughout the year (August 2019-June 2020).
4. Implement the MTSS tiered instructional program with fidelity.
5. Departmentalize the elementary schedule for grades 2-5, 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 2020).
6. 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.

7. Provide professional development to all the Math teachers on the implementation of Eureka by Math Coach experienced using this curriculum (August 2020).

**Person Responsible** Guillermo Moreno (gmoreno@victorycharterschools.org)

**#3. Leadership specifically relating to Instructional Leadership Team**

<b>Area of Focus</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met and that educators can share best practices so that the strength of some may become the strength of the entire instructional staff.
<b>Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	ELA, Math proficiency and gains will be at least at 62% in all subgroups. Science proficiency will be at least at 50% in all subgroups
<b>Person responsible for monitoring outcome:</b>	Guillermo Moreno (gmoreno@victorycharterschools.org)
<b>Evidence-based Strategy:</b>	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. This strategy will be enhanced with the Instructional Rounds process for the 2020-2021 school year which will take collaboration beyond planning and allow teachers to view one another's approaches to instruction in an actual classroom setting (either digital or face-to-face). PLCs will be specifically structured to ensure targeted outcomes such as a mutual and collaborative understanding of student challenges, targeted and memorialized next steps that assess key gaps indicated by formative and summative assessments, and the memorialization of additional questions or inquiries from each session that will drive the focus of subsequent PLC meetings and efforts.
<b>Rationale for Evidence-based Strategy:</b>	With effective PLCs, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of themselves. To achieve this purpose, PLC members create and are guided by a clear and compelling vision of organizational goals for student learning. 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. Teachers may be more willing to openly discuss concerns and doubts if they have the opportunity to play the role of leader (Dufour, 2010).

**Action Steps to Implement**

1. Create a Master Schedule in which teachers have the same common planning.
2. Administrator 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. Administrator will monitor all accountability area of collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC.
6. To enhance the PLC process with real-time instructional examples, teachers will utilize their planning periods and/or be provided coverage to observe one another's lesson for specific "Look Fors" based on the topic of analysis for that segment of the PLC sequence. Targets will include digital instruction strategies, student engagement techniques, and the utilization of higher-level questioning and rigor.



**Person Responsible** Guillermo Moreno (gmoreno@victorycharterschools.org)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** ESSA requires that school's sub groups should not be below 41 %. When schools are below this percentage, it affects the proficiency and student achievement as seen throughout the state reporting of school data.

**Measurable Outcome:** Victory Charter School K-5 will achieve a minimum of 41% proficiency rate in all ESSA Subgroups (Hispanic, ELL, SWD, and Economically Disadvantage students) as evidenced by the 2021 FSA administration.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students.

**Rationale for Evidence-based Strategy:** Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum:  
 Content- the information and skills that students need to learn  
 Process- how students make sense of the content being taught  
 Product- how students demonstrate what they have learned  
 Affect - the feelings and attitudes that affect students' learning

**Action Steps to Implement**

- 1) Members of all subgroups will be identified for teachers so that a data analysis of their universal screener can be conducted to identify areas of needs in reading and Math.
- 2) For all subgroups, a comprehensive profile analysis will be conducted to determine the students that comprise each ESSA group and their gaps will be identified i.e. credit acquisition, grades etc.
- 3) For ESE, an analysis of the Individual Educational Plan goals and objectives will be conducted and classroom performance cross references will be done to ensure that the student is accessing the general education in a least restrictive environment but still is being successful.
- 4) For all subgroups, the implementation of MTSS will be done with fidelity and appropriate Tier 2 and 3 services will be provided to meet the needs noted in their Universal Screener.

**Person Responsible** Guillermo Moreno (gmoreno@victorycharterschools.org)

- 5) For all subgroups, through participation in ReadingPlus and MyPath Edgenuity is part of Tier 1, an additional pathway with academic support will be provided to ensure an increased rate of growth in reading and math. For example, in ReadingPlus, members of the subgroup will do an extra SeeReader a week at their independent level.
- 6) For all subgroups, using school site authored course flowcharts, an emphasis will be placed on providing them the opportunity to participate in higher level courses to enrich and challenge their academic performance.
- 7) For all subgroups, after school tutorial programs will be made available to further close their data driven academic gaps in reading and math.

**Person Responsible** Guillermo Moreno (gmoreno@victorycharterschools.org)

- 8) For ESE, general education teachers will be provided consultation and professional development on how to effectively implement accommodations in the general education classes to ensure students acquire standards taught and are able to successfully demonstrate an understanding of the lessons via assessments and classwork.
- 9) For ESE students, support facilitation specialists will receive training on how to support students with

various ESE strategies including multiple means of expression for specific mathematics and reading standards.

**Person Responsible** Guillermo Moreno (gmoreno@victorycharterschools.org)

**#5. Other specifically relating to School-Wide Post Secondary Culture for all Students**

**Area of Focus Description and Rationale:** A college-going culture builds the expectation of postsecondary education for all students—not just the best students. It inspires the best in every student, and it supports students in achieving their goals. Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm. However, the idea that college is the next step after high school may seem unrealistic for those students who are from one or more of the following groups: low achievers, middle to low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before.

**Measurable Outcome:** Victory Charter School K-5 will be closely monitoring students grades. In 2020-2021, VCS K-5 will see an increase by 10% in grades A, B, and C after each marking period.

**Person responsible for monitoring outcome:** Guillermo Moreno (gmoreno@victorycharterschools.org)

**Evidence-based Strategy:** Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing postsecondary work. Which shape a culture of success in which students aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.

**Rationale for Evidence-based Strategy:** Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons student lessons alone (Poliner & Lieber 2004).

**Action Steps to Implement**

- 1. Students will be supported, advised, and encouraged in an environment that fosters post secondary college and career readiness for success in school and in life.
- 2. The school will participate in an articulated set of grade-level sequenced activities that focus on personal development and career exploration, college preparation, and the completion of a postsecondary plan.
- 3. Teachers will enhance study skills and metacognitive skills that promote goal setting, self-assessment, time management, and planning.
- 4. Teachers will plan to incorporate activities that will practice 21st-century life skills (STEM Projects).
- 5. Administration will plan activities that will allow all students to have a greater voice in school life and develop and strengthen their capacity to engage in respectful dialogue and civil conversation that matter to them.

**Person Responsible:** Guillermo Moreno (gmoreno@victorycharterschools.org)

- 6. The school will create a plan that creates all environment that develops greater bonds with peers, usually cutting across the exclusionary social groups.
- 7. VCS K-5 students will participate in career day. Students will dress up in careers that they would like to have when graduating high school.
- 8. At VCS K-5, one Friday a month, teachers will wear their College Shirt promoting their university.

**Person Responsible:** Guillermo Moreno (gmoreno@victorycharterschools.org)

**Additional Schoolwide Improvement Priorities**

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

N/A

## Part IV: Positive Culture & Environment

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

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

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

Instilling an appreciation of the value of higher education will be a priority at the school. The school climate will be a positive one that promotes shared values, mutual respect, and mindfulness. The school will embody the skills and values the students will be expected to adopt, and therefore, all school stakeholders will work to implement an academic program where all curriculum and activities are geared toward the vision and mission of the school.

### Positive Behavior Intervention and Supports

An integral aspect of maintaining a positive and “Ready to Learn” learning environment is a school’s structured effort towards promoting positive behavior and addressing discipline issues in a structured, fair, and consistent manner. Given the need for behavioral training and many of our students’ lack of ability to express themselves in a way that is conducive to a positive learning environment for social, emotional, psychological, environmental, and other reasons:

- Designing and structuring a well-sequenced and comprehensive classroom behavior escalation process and ensuring that discipline is addressed consistently across the school
- Adjust the counseling, preventative, and support services provided to ALL students as part of PBIS Tier I supports
- Further differentiating and more frequently communicating the student incentives for positive behavior within the classroom
- Creating a more structured monitoring process and provide further guidance on how teachers use system to communicate students’ positive behavioral and academic accomplishments to parents and families.

A positive and safe school culture and climate will be a key priority for the school accomplished through a comprehensive MTSS process for behavior and empowered further through the Smiling Minds curriculum which provides intensive emotional and social support for students. Parent and community involvement will also be highly prioritized via a structured parent communication plan and consistent, planned touch points between parents, teachers, and administrators for both student behavior and academic progress.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$35,544.99</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	0203 - Victory Charter School K 5	General Fund		\$35,544.99
<i>Notes: ReadingPlus, i-Ready and Wonders Curriculum, NWEA MAP</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$7,888.64</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	0203 - Victory Charter School K 5	General Fund		\$7,888.64
<i>Notes: IXL, Eureka</i>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Instructional Leadership Team</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0203 - Victory Charter School K 5	General Fund		\$2,000.00
<i>Notes: Team Leader Stipend</i>						
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Other: School-Wide Post Secondary Culture for all Students</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$45,433.63</b>