School District of Osceola County, FL

Victory Charter School

2020-21 Schoolwide Improvement Plan

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Victory Charter School

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

https://victorycharterschools.org/

Demographics

Principal: Mark Viera

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: C (49%) 2016-17: D (38%) 2015-16: C (41%)
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	89%

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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

School Board Approval

N/A

SIP Authority

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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 Avant Garde Academy d/b/a Victory Charter Schools 6-12 (herewith referred to as "Victory Charter School 6-12") 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 School's 6-12'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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Burgos, Jazmin	Principal	The School Principal: 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
Garcia, Geraldo	Assistant Principal	Math and ELA departmental leadership Lesson Planning guidance for assigned departments Digital Instructional Programs Instructional Coaching and Support for assigned departments Professional Learning Communities for assigned departments Textbook Inventory Equipment Inventory PBIS and Student Discipline Student Data Management Athletics Food, Nutrition, and Cafeteria Health and Safety (COVID-19 readiness) Custodians School Security Technology Management
Sardinas, Ivonne	Assistant Principal	Science and Social Studies departmental guidance and leadership Professional Learning Communities for assigned departments (above) MTSS Instructional Implementation English Language Learner Department Supervision ESE/SPED Department Supervision School Activities, Field Trips, & Fundraising Student Tutoring Student Attendance Master Schedule Parent-Teacher-Student Organization and Parental Involvement Assessments and Testing

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
35

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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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.	

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	0	0	0	0	0	0	79	84	96	104	81	90	78	612
Attendance below 90 percent	0	0	0	0	0	0	12	12	18	6	15	9	2	74
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	1	3	0	4
Course failure in Math	0	0	0	0	0	0	0	0	1	0	1	2	2	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	21	26	31	41	29	39	44	231
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	23	28	30	36	31	28	20	196

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	17	21	24	28	26	23	18	157

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	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	2	1	1	3	1	9

Date this data was collected or last updated

Monday 8/31/2020

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	
Number of students enrolled	0	0	0	0	0	0	59	48	83	108	109	111	77	595
Attendance below 90 percent	0	0	0	0	0	0	3	10	10	12	14	25	15	89
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	1	5	8	5	21
Level 1 on statewide assessment	0	0	0	0	0	0	23	14	44	47	57	59	37	281

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	2	3	5	7	12	17	12	58

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	59	48	83	108	109	111	77	595
Attendance below 90 percent	0	0	0	0	0	0	3	10	10	12	14	25	15	89
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	1	5	8	5	21
Level 1 on statewide assessment	0	0	0	0	0	0	23	14	44	47	57	59	37	281

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	2	3	5	7	12	17	12	58

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	
Students retained two or more times	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	34%	57%	56%	38%	57%	53%
ELA Learning Gains	44%	48%	51%	46%	47%	49%
ELA Lowest 25th Percentile	43%	43%	42%	41%	41%	41%
Math Achievement	24%	46%	51%	31%	44%	49%
Math Learning Gains	34%	41%	48%	36%	42%	44%
Math Lowest 25th Percentile	40%	46%	45%	42%	38%	39%
Science Achievement	27%	69%	68%	33%	71%	65%
Social Studies Achievement	53%	70%	73%	30%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(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
06	2019	27%	48%	-21%	54%	-27%
	2018	33%	46%	-13%	52%	-19%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	38%	47%	-9%	52%	-14%
	2018	38%	46%	-8%	51%	-13%
Same Grade Comparison		0%				
Cohort Comparison		5%				
08	2019	45%	49%	-4%	56%	-11%
	2018	40%	52%	-12%	58%	-18%
Same Grade Comparison		5%				
Cohort Comparison		7%				
09	2019	26%	47%	-21%	55%	-29%
	2018	42%	47%	-5%	53%	-11%
Same Grade Comparison		-16%				
Cohort Comparison		-14%				
10	2019	24%	47%	-23%	53%	-29%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	31%	49%	-18%	53%	-22%
Same Grade Comparison		-7%				
Cohort Comparison		-18%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	36%	45%	-9%	55%	-19%
	2018	33%	43%	-10%	52%	-19%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	18%	30%	-12%	54%	-36%
	2018	18%	29%	-11%	54%	-36%
Same Grade Comparison		0%				
Cohort Comparison		-15%				
08	2019	26%	47%	-21%	46%	-20%
	2018	20%	43%	-23%	45%	-25%
Same Grade Comparison		6%				
Cohort Comparison		8%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	23%	42%	-19%	48%	-25%
	2018	28%	42%	-14%	50%	-22%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	34%	62%	-28%	67%	-33%
2018	36%	68%	-32%	65%	-29%
Compare		-2%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	68%	73%	-5%	71%	-3%
2018	65%	70%	-5%	71%	-6%
Compare		3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	62%	-29%	70%	-37%
2018	47%	61%	-14%	68%	-21%
Compare		-14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	49%	-20%	61%	-32%
2018	47%	52%	-5%	62%	-15%
Compare		-18%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	44%	-23%	57%	-36%
2018	19%	39%	-20%	56%	-37%
Compare		2%			

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	11	25	29	8	31	35	5	19			
ELL	23	41	40	15	38	43	16	44		85	55
BLK	50	50		8	27						
HSP	32	45	42	24	36	41	23	50	73	80	48
WHT	32	27		20	22		31				
FRL	32	45	46	22	36	41	27	46	73	82	43

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	15	41	47	18	37	47		29			
ELL	17	47	42	22	40	47	22	42		70	
ASN	86	75		71	77						
BLK	56	60		38	53						
HSP	39	47	41	31	46	53	33	60	64	88	18
WHT	52	54		45	54		58	86			
FRL	40	46	38	30	44	55	30	57	68	91	20

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	7	31	33	10	40	58	17				
ELL	16	41	43	17	32	33	21	9	18		

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
ASN	71	39		62	32						
BLK	43	45		21	41		33				
HSP	34	45	42	29	36	40	31	30	35		
WHT	61	66		40	35		43				
FRL	34	43	45	27	34	42	25	14	43		

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	12
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	26
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

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%	0

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 Math Achievement was 24%. Lower than the district (46%) and the state (51%). The curriculum used for Math was not consistent among grade levels and the there was a lack of professional development, and follow up. The teachers were not teaching the standards at the required level of rigor. The MTSS/RTI process was not implemented with fidelity.

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

Math Learning Gains (from 48 to 34) and the percentile of students making progress in the lowest 25% of students in math (54 to 40) showed the greatest decline at 14% decline each from the previous school year. The key contributing factor was the implementation of a new curriculum for the school, Eureka, without sufficient training and processes to implement this new curriculum for students. In addition, there was a strong lack of a structured Tier 2 support process for students in mathematics. The MTSS/RTI process was not implemented with fidelity.

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.

According to the 2019 FSA scores, our Science Achievement level had the greatest gap when compared to the state average. We had a 27% of students scoring at the proficient level, and the state's level was at 68%. 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 most improvement? What new actions did your school take in this area?

The school's ELA Lowest 25th Percentile showed the most improvement with a 2% gain from 2018 to 2019. Key actions included the implementation of the SpringBoard curriculum which contains a pacing and lesson structure that teachers may follow and the implementation of ReadingPlus.

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

Student with Disabilities is the greatest area of concern with two Consecutive Years Students With Disabilities Subgroup Below 32% proficiency (23% for the 18-19 school year).

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

1. Math Achievement Level (24%)
2. Science Achievement (27%)
3. ELA Achievement (34%)
4. Math Learning Gains (34%)
5. Math Lowest 25th Percentile (40%)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The school had very low performance in ELA. 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 6-12 will achieve a minimum of 44% (10% increase) proficiency rate in reading / ELA comprehension as evidenced by the 2021 FSA administration with the additional goal of achieving 53% in ELA Lowest 25th Percentile.
Person responsible for monitoring outcome:	Geraldo Garcia (ggarcia@victorychaterschools.org)
Evidence-based Strategy:	Per analysis of students' reading proficiency via administration of a Universal Screening process with different data points from the NWEA MAP assessment and Reading Plus, teachers will differentiate to students' needs and scaffold the ELA Standards for mastery using the SpringBoard 6-12 curriculum. Tier one instruction will be based on SpringBoard and ReadingPlus. Tier two instruction will be based on the utilization of additional time with ReadingPlus Online Instruction and novel-based study of foundational standards within an Intensive Reading class period. Tier three instruction will be based on the utilization of 75 minutes of additional reading intervention within an Intensive Reading class weekly using leveled readers and/or ReadingPlus (one additional SeeReader) Teaching Tools-Comprehension Skill Support, as well as Khan Academy Reading Lessons. The lesson will be at the grade level indicated by the screener for the group of Tier 3 students (no more than 4 students per intervention group).
Rationale for Evidence-based Strategy:	Assessing students with researched-based programs, will provide teachers a guide to enhance the curriculum to meet students' needs. 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. Marzano (2003), Reeves (2010), Dufour, et al (2010). SpringBoard was selected for Tier one instruction because it provides the deep levels of rigor students need in a student-centered, teacher facilitated manner. Reading Plus was selected because its provides standard-based focus on fluency and reading comprehension. 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/methodology to maximize Tier One instruction in reading using Pat Quinn’s "Maximizing Tier One Instruction: Improving Full Class Instruction."
2. Provide teachers with professional development on the SpringBoard curriculum from the company.
3. Administer three ReadingPlus and NWEA MAP Diagnostics assessments for progress monitoring throughout the year.
4. Implement the MTSS tiered instructional program with fidelity.
5. Provide support from the school's Instructional Coach position to ensure that lesson plans are aligned to the SpringBoard curriculum and required level of rigor as per the Florida Standards.
6. Provide Intensive Reading course for all students who scored at a level one or two on the 2019 ELA

FSA.
7. Conduct data chats for students/teachers on baseline data acquired from the 2019 FSA and ongoing progress monitoring assessments from NWEA MAP and Reading Plus.

Person Responsible Geraldo Garcia (ggarcia@victorychaterschools.org)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and 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.
Measurable Outcome:	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:	Jazmin Burgos (jburgos@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. 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.
Rationale for Evidence-based Strategy:	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. Instructional Coach and Teacher Leader will meet with the teachers weekly to work as a PLC for the purpose of assessing, analyzing, reflecting, and revising plans based on course progression.
3. Norms are created and followed to ensure that all perspectives are heard, that all members contribute effective to the process by analyzing their data and preparing strategies in advance of meeting.
4. Standards are analyzed for a clear expectation for next steps and the identification of common student gaps.
5. Administrative team will monitor all accountability areas of collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team regularly.

Person Responsible	Jazmin Burgos (jburgos@victorycharterschools.org)

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 Jazmin Burgos (jburgos@victorycharterschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Ensuring high levels of learning of mathematics achievement for all students is paramount for the 2020-2021 school year. The school had very low performance in Math, the lowest of any category of performance (24% achievement level). Data indicates a need to strengthen Tier one instruction and a structured Tier two intervention program followed with fidelity to improve mathematics skills. Specifically, Math for the Lowest 25th Percentile showed little progress at 40% of students making learning gains. Based on the 2019 FSA math scores, Victory Charter Schools 6-12 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 6-12 grade students.
Measurable Outcome:	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, Algebra 1, and Geometry EOC. This means a minimum target of a 34% achievement level in mathematics.
Person responsible for monitoring outcome:	Geraldo Garcia (ggarcia@victorychaterschools.org)
Evidence-based Strategy:	After an intense analysis of students' math deficiencies by administering a Universal Screening process with data points from NWEA MAP and IXL, teachers will differentiate to students' needs and scaffold Math Standards for mastery using the Eureka Math program. 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 IXL Math, Eureka Math “Foundational Standards” lessons, Eureka Equip and InSync. Tier 3 mathematics intervention will use Khan Academy lessons and Eureka Math “Foundational Standards” lessons and standards.
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 training to math teachers on the implementation of Eureka Math by the vendor in the beginning of the year.
2. Provide teachers with professional development on instructional planning and methodology to maximize Tier One instruction using Pat Quinn’s research in Maximizing Tier One Instruction.
3. Administer three IXL and NWEA MAP Diagnostics assessments (September, December and May), and IXL for progress monitoring throughout the year.

4. Conduct intensive data analysis sessions with math department and administration, first doing teacher data chats then guiding student data chats to ensure areas of challenge are addressed in an adaptive, customized manner.
5. Implement the MTSS tiered instructional program with fidelity.
6. The Instructional Coach will provide teachers with support 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.

Person Responsible Geraldo Garcia (ggarcia@victorychaterschools.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Effective and interactive Science education empowers students' capabilities to engage in scientific inquiry, develop strong cognitive and analysis habits and teaches students how to reason within a scientific context. Science is a critical method by which students understand the physical world around them and is also a great platform for strong, critical thinking skills. Through hands-on labs and experiments, Science serves as an experiential and sequence-building foundation for education for all children.
Measurable Outcome:	Victory Charter School achieved a 27% proficiency rate in Science in 2018-2019. Victory Charter School will achieve a minimum of 37% proficiency rate in Science for the 2020-2021 school year, a 10% increase.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The science curriculum will be made more relevant and engaging to students by contextualizing lessons that give facts meaning, explore concepts that are applicable to students' lives, and provide opportunities for solving complex problems through the utilization of the Scientific Method.
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement

1) The school has acquired an entire new suite of Tier I Science Curriculum to ensure that the text utilized for science education is hands-on, relevant, and aligned to the Next Generation Science Standards
- McGraw-Hill Florida Science (Grades 6-8)
- Biology- McGraw-Hill Education: Biology 2019
- Physical Science - Discovery Education-Physical Science
- Chemistry-HMH: FL Modern Chemistry
- AP Environmental Science - (Bedford, Freeman, and Worth) Environmental Science for AP

2) Teachers will attain and break down achievement data from vendor-created diagnostic and summative assessments and district assessments during weekly common planning PLCs.
3) Science teachers will participate in a PLC process weekly to ensure content and pacing and re-teaching of standards.

Person Responsible Ivonne Sardinas (isardinas@victorycharterschools.org)

4) Teachers will participate in PD that will explore key strategies including Kagan, Cornell notes, interactive Science notebooks, and the scientific method.
5) Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.
6) Teachers will provide individual student data chats at the beginning, middle, and end of year.
7) The administration will provide professional development sessions to teachers as they request it and the need arises.
8) Teacher will provide Tier 2 and Tier 3 instruction based on grade level standards data, student tracking, collaborative planning, and data analysis.

Person Responsible Ivonne Sardinas (isardinas@victorycharterschools.org)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA data in 2018-2019 showed that the school had three sub groups below the ESSA level 41%. This affected the proficiency and student achievement seen throughout the state reporting of school data.
Measurable Outcome:	ESSA Data for 2018-2019 included proficiency at the following rates for the following sub-groups: ESE - 23%; Black -34%, and White students 26%. All three student subgroupss will increase in 2020-2021 to be above 41%.
Person responsible for monitoring outcome:	Ivonne Sardinas (isardinas@victorycharterschools.org)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students based on specific student learning levels and needs as determine by students' individual and group academic profiles.
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 Ivonne Sardinas (isardinas@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 Ivonne Sardinas (isardinas@victorycharterschools.org)

8) For ESE students, 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.
At the beginning of the school year, we offered training to all staff in regards to ESE services. On that training, we discussed:
Legal Aspects of accommodations
a. Accommodations vs. Modifications
b. Adaptations and modifications to the virtual instruction
c. The importance of essential documentation

Person Responsible	Ivonne Sardinas (isardinas@victorycharterschools.org)

10) The ESE Department developed a professional development schedule divided per quarter that will focus on FOCUS and appropriate Student Documentation, a procedure for referrals, and Oppositional Defiant Disorder. Other key training topics will include Inverse Psychology & Classroom Management & Parent Involvement.

Person Responsible	Ivonne Sardinas (isardinas@victorycharterschools.org)

#6. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop the social, emotional, and academic competencies they need to succeed in life.
Measurable Outcome:	The number of students with multiple suspensions for 2019-2020 included approximately 6% of the student population. This number will decrease by 2% to 4% or below. In addition, VCS will release a school belonging and student satisfaction survey with a target affirmative/positive rating of 50% in the first year of the release of this survey.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Students will receive training and exploratory discussion opportunities on social emotional concepts given that many students do not have support with these skills, or an opportunity to discuss them, at home. Students' social emotional learning needs will be addressed by a school-wide PBIS plan and program that utilizes the HERO app to model and target good and "ready to learn" behaviors. In addition, all ninth graders and new tenth graders will be enrolled in a Social Emotional Learning class using a structured curriculum from Edgenuity to target get social emotional skills such as stress and conflict management, goal setting, positive mindset, etc.
Rationale for Evidence-based Strategy:	Perhaps the largest and most well-known study about the impact of social-emotional learning, by Joseph Durlak and his colleagues, was a meta-analysis published in 2011, early in the history of formal SEL research. 1 It synthesized results from prior studies of 213 school-based SEL programs in grades K–12, with outcomes for 270,000 students. It showed that students participating in universal SEL programs demonstrated more enhanced social-emotional skills and positive social behavior—as well as lower levels of emotional distress and conduct problems. Students participating in these universal SEL programs also showed an 11-percentile-point gain in achievement, suggesting that SEL may strengthen academic success. (Gulbrandson, 2019)

Action Steps to Implement

1) The school will train and implement the HERO program for teachers and students with a key emphasis on the school's "THE CODE" - a list of target behaviors for students to succeed in the scholastic environment (see below). This process will include student training on these expectations, student discussion groups about what these concepts mean both in school and out of school, and incentive programs.
Take learning seriously
Honor everyone and everything
Encourage others
Come to Class Prepared
Own my actions

Do the right thing
Expect to be excellent

Person Responsible Geraldo Garcia (ggarcia@victorychaterschools.org)

2) All ninth graders and new tenth graders will be enrolled in a Social Emotional Learning class using a structured curriculum from Edgenuity to target get social emotional skills such as stress and conflict management, goal setting, positive mindset, etc.

This curriculum empowers students with skills and strategies as they face challenges beyond the classroom as they form relationships, find identity, and face adversity. Integrating social and emotional learning into the classroom as early as possible, this class gives educators powerful ways to connect with students through meaningful conversations that can improve behavior, increase student success, and inspire learning that lasts a lifetime.

Person Responsible Ivonne Sardinas (isardinas@victorycharterschools.org)

3. Teachers and staff will plan activities that are engaging and relevant to students, identifying and building on students' individual assets and passions.
4. Teachers will increase student input/voice through planning and reflection activities and facilitate student's shared decision-making through venues such as the student administrative council.
5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities
6. Teachers will integrate SEL strategies into their curriculum, such as, self management, self confidence, self efficacy, and social awareness where applicable.
7. Teachers will facilitate peer learning and teaching - collaborative learning.
8. School will develop structures, relationships, and learning opportunities lllat support students' SE development.
9.AII surveys will be analyzed to identify schools interventions that will support SEL and schoolwide plan will be developed.
10. The leadership team will review monthly behavior data for subgroups and incidents related to fighting and bullying and apply interventions were appropriate.

Person Responsible Ivonne Sardinas (isardinas@victorycharterschools.org)

#7. Other specifically relating to Schoolwide 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:	In 2019-2020 the the grade distribution at the end of the year was as follows approximately: A-32%, B-38%, C- 23%, D 6%, F-1% In 2020-2021 there will be an increase in grades A, B, and C by 3% each grade.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Schools with a strong future orientation, that engage all students in planning for life after graduation, position these students more effectively for post graduate life. School programming must shape a culture of success, preparation, and perseverance to enable students to aspire to a quality life beyond school. In this type of school environment, students will more aptly 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 ill 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 and standards 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 life
2.The school will participate in an articulated set of grade-level sequences and 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.
5. Administration and the Guidance department 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 Ivonne Sardinas (isardinas@victorycharterschools.org)

6. The school will launch its Career and Technical Education-focused academies including Sports Science and Management, Health Science, and Entrepreneurial Leadership academies. These academies will:
- Introduce students to career overviews of various careers within each academy
- Instruct students on skills and professional planning strategies for their academy-selected careers
- Engage students in real-life action planning steps including resume development, career searches, and more

Person Responsible	Ivonne Sardinas (isardinas@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 and positive culture 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 EdGenuity Social Emotional curriculum which provides intensive emotional and social support for students. In addition, for the

2020-2021 school year, the school will implement the HERO system by SCHOOLMINT to track students positive and challenge behaviors, incentive students for targeted behaviors according to the school's "The Code" PBIS guidelines, and create a platform by which students and teachers have an objective, structured platform for discussing culture and climate within the school and classroom.

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. The parent involvement efforts will be structured via regular SAC meetings, the use of a monthly parent letter (at a minimum, more frequent when necessary) to inform parents of key events and processes such as assessments, report cards, school events, health and safety procedures, and more.

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.

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$37,115.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0155 - Victory Charter School	General Fund		$25,662.00
			Notes: Springboard Curriculum			
	5100	529-Technology-Related Textbooks	0155 - Victory Charter School	General Fund		$11,453.00
			Notes: Reading Plus			
2	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**				**$1,898.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	519-Technology-Related Supplies	0155 - Victory Charter School	General Fund		$1,898.00
			Notes: OnCourse Lesson Planning software to enhance PLC collaboration			
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$35,138.52**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	520-Textbooks	0155 - Victory Charter School	General Fund		$22,738.52
			Notes: Eureka Math Textbooks and Consumables			
	5000	519-Technology-Related Supplies	0155 - Victory Charter School	General Fund		$12,400.00
			Notes: IXL Math			
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
5	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
6	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
7	**III.A.**	**Areas of Focus: Other: Schoolwide Post Secondary Culture for all Students**				**$0.00**

Total:	**$74,151.52**