

School District of Osceola County, FL

# Victory Charter School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Positive Culture &amp; Environment</b>	<b>36</b>
<b>Budget to Support Goals</b>	<b>38</b>

# Victory Charter School

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

<https://victorycharterschools.org/>

## Demographics

**Principal: Mark Viera**

Start Date for this Principal: 8/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (49%) 2016-17: D (38%)
<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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>38</b>

# Victory Charter School

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

<https://victorycharterschools.org/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>81%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>97%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>	C	C	C	C

## 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 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	Position Title	Job Duties and Responsibilities
Burgos, Jazmin	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 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

Saturday 8/1/2020, 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.*

**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**

45

**Total number of students enrolled at the school**

696

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

23

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	96	106	100	114	99	79	78	672
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	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	34	37	44	36	33	59	273
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	53	40	31	34	24	17	231
Number of students with a substantial reading deficiency	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	24	31	30	28	24	20	12	169

**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

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

Monday 9/13/2021

**2020-21 - 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	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	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

**2020-21 - 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	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	0	1	2	1	1	3	9

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	57%	56%	42%	56%	56%
ELA Learning Gains				44%	48%	51%	49%	54%	53%
ELA Lowest 25th Percentile				43%	43%	42%	41%	47%	44%
Math Achievement				24%	46%	51%	34%	39%	51%
Math Learning Gains				34%	41%	48%	48%	40%	48%
Math Lowest 25th Percentile				40%	46%	45%	54%	46%	45%
Science Achievement				27%	69%	68%	36%	67%	67%
Social Studies Achievement				53%	70%	73%	63%	70%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	27%	48%	-21%	54%	-27%
Cohort Comparison						
07	2021					
	2019	38%	47%	-9%	52%	-14%
Cohort Comparison		-27%				
08	2021					
	2019	45%	49%	-4%	56%	-11%
Cohort Comparison		-38%				
09	2021					
	2019	26%	47%	-21%	55%	-29%
Cohort Comparison		-45%				
10	2021					
	2019	24%	47%	-23%	53%	-29%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	36%	45%	-9%	55%	-19%
Cohort Comparison						
07	2021					
	2019	18%	30%	-12%	54%	-36%
Cohort Comparison		-36%				
08	2021					
	2019	26%	47%	-21%	46%	-20%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	42%	-19%	48%	-25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	62%	-28%	67%	-33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	73%	-5%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	62%	-29%	70%	-37%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	49%	-20%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	44%	-23%	57%	-36%

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The school used the NWEA Map Assessment data to compile, the data below.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	44%	NA
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	46%	NA
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	54	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	52	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			NA
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	52	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	50	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	33	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	56	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	53	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	59	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	52	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	59	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	55	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	55	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	44	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	3	25	35	8	32	44	7	11		100	30
ELL	12	34	39	14	28	40	14	33	36	97	53
BLK	36	18		10	13		42				
HSP	20	34	39	15	28	43	24	42	35	100	51
WHT				18						90	

2021 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 2019-20	C & C Accel 2019-20
FRL	19	26	29	10	24	39	29	42	43	97	48
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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	12
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Proficiency scores for ELA, Math, and Science achievement are significantly below state and district scores at the school. ELA scores for the lowest 25% increased by 2% from 2018 to 2019. The subgroup scores are similar/identical to the overall school scores given the majority of students are part of a subgroup within the school.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the 2019 FSA scores, our Math Achievement was 24%. Lower than the district (46%) and the state (51%).

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The curriculum used for Math was not consistent among grade levels and there was a lack of professional development, and follow up. The teachers were not teaching the standards at the required level of rigor - this issue was exacerbated by teacher challenges with hybrid and virtual instruction as a result of the COVID-19 pandemic. The MTSS/RTI process was not implemented with fidelity.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The school's ELA Lowest 25th Percentile showed the most improvement with a 2% gain from 2018 to 2019.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

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.

#### What strategies will need to be implemented in order to accelerate learning?

- Students will receive high-quality, Tier 1 Core instruction through a guaranteed and viable curriculum that is aligned to the State Standards for all content areas with particular focus on Math and ELA
- Students are also progress monitored on the grade level standards using Achieve3000 for math and reading
- Students who show deficiency in a given standard (<70%) will receive targeted instruction for that standard in teacher-led small group and be reassessed on that given standard to ensure standard mastery(>70%)
- English Language Learners are cohorted for ELA and are supported using scaffolds and strategies
- Assignments for students in the ESE Program are modified to align to the students accommodations on their IEP.

In addition, the following Marzano high yield strategies will be utilized:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Setting objectives and providing feedback
- Generating and testing hypothesis
- Questions, cues, and advance organizers
- Nonlinguistic representations
- Cooperative learning

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will receive professional developed on the guaranteed and viable curriculum with particular focus on Math, Science, ELA, and social studies courses, inclusive of the curriculum itself (i.e. Springboard for ELA, Eureka for Math) and the strategies that align with that curriculum. Teachers will also receive extensive training on lesson planning using the 5E framework and the design of high yield instructional activity implementation.

Leaders will receive training on instructional walkthroughs with specific focus on providing just in time coaching and feedback based on observations.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

The suite of digital instructional programs was adjusted for the 2021-2022 school year including the use of Achieve3000 for grades 6-12 reading and mathematics. This program, as well as ALEKS for math intervention was subscribed to for multiple years to ensure that students' learning gains and their acculturation to these programs is sustained.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	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.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Victory Charter School 6-12 will achieve a minimum of 44% (10% increase) proficiency rate in reading / ELA comprehension as evidenced by the 2022 FSA administration with the additional goal of achieving 53% in ELA Lowest 25th Percentile.
<b>Monitoring:</b>	Instructional practices for ELA will be monitored most pointedly by student progress on the Universal Screener on the BOY, MOY, and EOY assessments to ensure that they're making progress between each administration of the screener. In addition, classroom walkthroughs will take place to observe for quality Tier 1 core instruction and Tier 2 and 3 interventions, including the appropriate usage of instructional differentiation and student-centered, high-yield, instructional strategies at the appropriate rigor levels. Lastly, the usage of digital instructional programs pertaining to the content areas will be monitored weekly by teachers and administration.
<b>Person responsible for monitoring outcome:</b>	Jazmin Burgos (jburos@victorycharterschools.org)
	Per analysis of students' reading proficiency via administration of a Universal Screening process with different data points from Achieve3000, teachers will differentiate to students' needs and scaffold the ELA Standards for mastery using the SpringBoard 6-12 curriculum.
<b>Evidence-based Strategy:</b>	Tier one instruction will be based on SpringBoard and Achieve3000. Students that qualify for Tier 2 instructional support will receive additional support via an Intensive Reading Class. Teachers in this class use Achieve3000 texts and lessons to target specific reading standards at the identified reading levels of those students per the Universal Screener. Each Tier 3 student will receive additional interventions with a Reading Endorsed teacher for the amount of time required by the State of Florida for this Tier. Text used during this intervention is balanced between students' independent reading level and grade level. I
<b>Rationale for Evidence-based Strategy:</b>	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. Achieve3000 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 Achieve3000 Diagnostics assessments for progress monitoring throughout the year.

**Person Responsible** Jazmin Burgos (jburgos@victorycharterschools.org)

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 Achieve3000.

**Person Responsible** Jazmin Burgos (jburgos@victorycharterschools.org)



**#2. Instructional Practice specifically relating to Professional Learning Communities****Area of****Focus**

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.

**Description and****Rationale:****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.

**Monitoring:**

Instructional practices focused on in PLCs will be monitored via classroom walkthroughs that will take place to observe for quality Tier 1 core instruction and Tier 2 and 3 interventions, including the appropriate usage of instructional differentiation and student-centered, high-yield, instructional strategies at the appropriate rigor levels. Lastly, the usage of digital instructional programs pertaining to the content areas will be monitored weekly by teachers and administration, in addition to student progress in between the BOY, MOY, and EOY administrations of the Universal Screener in reading and mathematics and the EOCs.

**Person responsible for monitoring outcome:**

Jazmin Burgos (jburos@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 2021-2022 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 effectively to the process by analyzing their data and preparing strategies in advance of meeting.

**Person Responsible** Jazmin Burgos (jburgos@victorycharterschools.org)

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.
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 2021-2022 school year. The school had very low performance in Math in 2019, 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 School 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.

**Monitoring:**

Instructional practices for Mathematics will be monitored most pointedly by student progress on the Universal Screener on the BOY, MOY, and EOY assessments to ensure that they're making progress between each administration of the screener. In addition, classroom walkthroughs will take place to observe for quality Tier 1 core instruction and Tier 2 and 3 interventions, including the appropriate usage of instructional differentiation and student-centered, high-yield, instructional strategies at the appropriate rigor levels. Lastly, the usage of digital instructional programs (i.e. ALEKS and Achieve3000) pertaining to the content areas will be monitored weekly by teachers and administration.

**Person responsible for monitoring outcome:**

Jazmin Burgos (jburgos@victorycharterschools.org)

**Evidence-based Strategy:**

After an intense analysis of students' math deficiencies by administering a Universal Screening process with data points from Achieve3000 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 also 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 ALEKS, Achieve3000, 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 Achieve3000 Diagnostics assessments (September, December and May) 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** Jazmin Burgos (jburgos@victorycharterschools.org)

**#4. Instructional Practice specifically relating to Science**

**Area of Focus** 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.

**Description and Rationale:** 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 2021-2022 school year, a 10% increase.

**Monitoring:** Instructional practices for Science will be monitored most pointedly by student progress on Mastery Connect-based assessments to ensure that they're making progress between each administration of the screener. In addition, classroom walkthroughs will take place to observe for quality core instruction, including the appropriate usage of instructional differentiation and student-centered, high-yield, instructional strategies at the appropriate rigor levels. Lastly, the usage of digital instructional programs pertaining to the content areas (i.e. Gizmos) will be monitored weekly by teachers and administration.

**Person responsible for monitoring outcome:** Jazmin Burgos (jburos@victorycharterschools.org)

**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
  - Discovery Education (Grades 6-8)
  - Biology: Miller & Levine Biology
  - 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** Jazmin Burgos (jburos@victorycharterschools.org)

- 4) Teachers will participate in PD that will explore key strategies including Kagan, Cornell notes, the 5 Es, 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.

**Person Responsible** Jazmin Burgos (jburgos@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 subgroups will increase in 2021-2022 to be above 41%.

**Monitoring:** Instructional practices with focus on differentiation be monitored most pointedly by student progress on the Universal Screener on the BOY, MOY, and EOY assessments to ensure that they're making progress between each administration of the screener. In addition, classroom walkthroughs will take place to observe for quality Tier 1 core instruction and Tier 2 and 3 interventions, including the appropriate usage of instructional differentiation and student-centered, high-yield, instructional strategies at the appropriate rigor levels. Lastly, the usage of digital instructional programs pertaining to the content areas will be monitored weekly by teachers and administration.

**Person responsible for monitoring outcome:** Jazmin Burgos (jburgos@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** Jazmin Burgos (jburgos@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** Jazmin Burgos (jburgos@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** Jazmin Burgos (jburgos@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** Jazmin Burgos (jburgos@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.

**Monitoring:** Behavioral data will be monitored weekly by the Dean and Principal including incident data reported in FOCUS and negative demerits captured via the HERO app.

**Person responsible for monitoring outcome:** Jazmin Burgos (jburgos@victorycharterschools.org)

**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** Jazmin Burgos (jburgos@victorycharterschools.org)

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

**Person Responsible** Jazmin Burgos (jburgos@victorycharterschools.org)

**#7. Other specifically relating to eSchoolwide 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 2021-2022 there will be an increase in grades A, B, and C by 3% each grade.

**Monitoring:** Every quarter, grades will be pulled by the administrative team to ensure that the above-mentioned targets are on track. In addition, regardless of the breakdown each quarter, all students with Ds or Fs will receive parent contact and assistance from the counselor to ensure the remediation of their grades.

**Person responsible for monitoring outcome:** Jazmin Burgos (jburgos@victorycharterschools.org)

**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** Jazmin Burgos (jburgos@victorycharterschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the SafeSchoolsforAlex.org website, the school ranked in the "very low" category for incidents per student (1 incident per 100 students). The school also ranked in the "low" category for Violent Incidents, citing only 0.51 violent incidents for every 100 students and 0.51 for every 100 students for "Drug/Public Order Incidents." The school had no "property incidents" for the 2019-2020 school year. Lastly, the school ranked in the "very low" category for total reported suspensions for 2019-2020, with 4.4 suspensions for every 100 students.**

**While these numbers are low, the school leadership team has met extensively to account for the fact that students returning to school after the pandemic after being out of a school building for so long, as well as those students that were in face-to-face instruction last year but in a much less populated building may also have an adjustment period. High-level infractions and/or major incidents that may require suspensions will be treated on a case by case basis given the unprecedented level of environmental factors. Adding to this, the school will take into account the possibility of a home life impacted by the pandemic such as family member loss of work, geographic displacement and mobility due to the pandemic, health issues in the family, and more.**

#### **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.**

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 2021-2022 school year, the school will continue to implement the HERO system by SCHOOLMINT system 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.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

School Principal:

- Lead assemblies for students including PBIS pep rallies, Coordinate student council meetings to integrate input from students on incentive plans and events that build school culture and raise morale.
- Collaborate with Teacher Leaders to plan staff events (to extent possible given the impact of the Pandemic) including fun competitions, staff birthday and special event celebrations, and more to build collegiality, trust, and goodwill among the staff members within the school.
- Collaborate with and gather input from the School Advisory Council to ensure that student concerns and challenges expressed to parents are addressed by the school team

School Dean:

- Lead the implementation of the school's PBIS Program, HERO, as mentioned in the box above to ensure performing students, both academically and with behavior, are rewarded to further incentivize this behavior.

School Counselor:

- Provide small group support for students with emotional, home, or other issues that may be impacting their ability and/or desire to contribute to a positive school culture.

The table below provides an overview of the behavior support strategies for Tier I (all scholars), Tier II (those scholars for whom Tier I strategies are not working) and Tier III (those scholars for whom Tier I AND Tier II strategies are not working). This tiered behavioral approach will ensure that those students that are struggling to contribute to a positive school culture are supported accordingly.

Tier I – All Scholars

The services and supports that ALL scholars receive at a Tier 1 level, regardless of the amount of infractions they may have, will include but not be limited to:

- Beginning of Year Expectation Setting Using The Code Framework.

- Regular character education on one of the elements from the Seven Habits of Highly Effective Teens.
- Teachers may issue a teacher-facilitated Detention Hall per the process noted within the next section of this plan.

**Tier II – Intensified Scholar Support and Infraction-Based Grouping Support**

Teacher Role: Teachers are encouraged to utilize the following strategies for those scholars for whom multiple Tier I strategy attempts were not successful:

- Option: Teacher has lunch with scholar that is struggling with behavior to create a behavior improvement plan and contract (may be supported by Counselor or Administrator upon teacher request).
- Requirement: Scholars’ parents with excessive behavior issues need to get notified right after report card time for a face to face meeting and a behavior plan to be developed.

Dean Role: The services and supports that scholars receive at a Tier II level, in addition to Tier I services, will include but not be limited to:

- Multiple small group pull outs with other scholars that are struggling with similar behavior challenges – Dean will report out on successes and challenges in a structured format after multiple pullout sessions have taken place.
- A behavior contract that is designed with a Dean and/or Administrator and the scholar and that must be signed off on by the parent (scholars will engage in creating this as a group with the Dean or AP).

**Tier III – Case by Case Scholar Support**

Any scholar that receives Tier II intervention for over a month and does not improve behavior qualifies for Tier III behavioral support services, which are outlined below.

The services and supports that scholars receive at a Tier III level, in addition to Tier I and Tier II services, in addition to any disciplinary actions as mandated in the school discipline plan, will include but not be limited to:

- Weekly private conferences with an administrator and/or Dean to progress monitor behavior and talk about strategies to improve it
- The creation of a Behavior Intervention Plan (integrating the points from the behavior contract designed during the Tier II process above that is specific to the scholar)
- Sessions with the school’s Transitional Coach if the student’s behavioral challenges qualify for and are relevant to mental health services.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$112,895.45
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	520-Textbooks	0155 - Victory Charter School	General Fund		\$19,509.70
			<i>Notes: CollegeBoard SpringBoard ELA</i>			
	6300	519-Technology-Related Supplies	0155 - Victory Charter School	Other		\$91,480.00
			<i>Notes: \$34,328 general fund // \$57,152 ESSER fund. Program license is for 2 years. This is for Achieve3000 reading.</i>			
	6300	520-Textbooks	0155 - Victory Charter School	General Fund		\$1,905.75



						<i>Notes: Purchase Order Trackers Purchase Order Trackers 100% 10 D32 SpringBoard ELA print materials grades 6-8</i>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Professional Learning Communities</b>				<b>\$1,660.92</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500	519-Technology-Related Supplies	0155 - Victory Charter School	General Fund		\$1,660.92
						<i>Notes: OnCourse collaborative lesson planning software.</i>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$25,382.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	519-Technology-Related Supplies	0155 - Victory Charter School	School Improvement Funds		\$20,250.00
						<i>Notes: ALEKS Digital RTI Program for math</i>
	6300	519-Technology-Related Supplies	0155 - Victory Charter School	School Improvement Funds		\$3,188.00
						<i>Notes: IXL digital math instructional program</i>
	6300	520-Textbooks	0155 - Victory Charter School	General Fund		\$1,944.00
						<i>Notes: Great Minds Eureka Math materials.</i>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$5,264.49</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	519-Technology-Related Supplies	0155 - Victory Charter School	General Fund		\$2,460.00
						<i>Notes: ExploreLearning Gizmos digital lab and instructional program for Science.</i>
	6300	519-Technology-Related Supplies	0155 - Victory Charter School	General Fund		\$2,804.49
						<i>Notes: Savvas Biology Levine/Miller.</i>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Other: eSchoolwide Post Secondary Culture for all Students</b>				<b>\$1,575.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	520-Textbooks	0155 - Victory Charter School	General Fund		\$1,575.00
						<i>Notes: Cengage Agriculture textbooks.</i>
					<b>Total:</b>	<b>\$146,777.86</b>