

Hillsborough County Public Schools

# Victory Charter School Tampa



## 2021-22 Schoolwide Improvement Plan

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## Victory Charter School Tampa

13901 SHELDON RD, Tampa, FL 33625

[ no web address on file ]

### Demographics

**Principal: Artur Glants**

Start Date for this Principal: 2/26/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	33%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners* Hispanic Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (52%) 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Victory Charter School Tampa

13901 SHELDON RD, Tampa, FL 33625

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	75%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<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.

Our mission is to prepare students with the knowledge and skill set needed to impact their surroundings from a global perspective. Victory Charter School Tampa will provide a nurturing and safe climate that promotes the development of the total child by implementing an innovative, creative, student-centered environment where students are challenged intellectually, artistically, and personally.

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

Graduate leaders that are empowered to make the right choices and become catalysts for change.

### 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
Glants, Artur	Principal	<ul style="list-style-type: none"> <li>- Ensuring that academic policies and curriculum are followed.</li> <li>- Developing and tracking benchmarks for measuring institutional success.</li> <li>- Helping teachers maximize their teaching potential.</li> <li>- Meeting and listening to concerns of students on a regular basis.</li> <li>- Encouraging, guiding, and assisting student leaders and teachers.</li> <li>- Meeting with parents and administrators on a regular basis for problem resolution.</li> <li>- Enforcing discipline when necessary.</li> <li>- Providing an atmosphere free of any bias in which students can achieve their maximum potential</li> </ul>

### Demographic Information

#### Principal start date

Friday 2/26/2021, Artur Glants

**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**

30

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

301

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

5

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

7

**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	38	30	32	50	34	38	28	27	24	0	0	0	0	301
Attendance below 90 percent	0	2	1	0	0	0	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	2	0	1	1	0	3	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	5	1	1	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	8	6	1	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

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

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

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

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

Friday 10/8/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

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

**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	34	44	63	41	41	30	39	32	18	0	0	0	0	342	
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
One or more suspensions	2	1	3	1	0	2	3	3	2	0	0	0	0	17	
Course failure in ELA	0	0	0	0	0	0	15	5	4	0	0	0	0	24	
Course failure in Math	0	0	0	0	0	0	12	5	4	0	0	0	0	21	
Level 1 on 2019 statewide ELA assessment	0	0	0	4	5	1	1	0	0	0	0	0	0	11	
Level 1 on 2019 statewide Math assessment	0	0	0	6	8	6	1	0	0	0	0	0	0	21	

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

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

**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 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				60%	52%	57%	66%	52%	56%
ELA Learning Gains				54%	55%	58%	59%	52%	55%
ELA Lowest 25th Percentile				32%	50%	53%	62%	46%	48%
Math Achievement				43%	54%	63%	58%	55%	62%
Math Learning Gains				43%	57%	62%	49%	57%	59%
Math Lowest 25th Percentile				26%	46%	51%	33%	44%	47%
Science Achievement				33%	50%	53%	38%	51%	55%

### 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
03	2021					
	2019	65%	52%	13%	58%	7%
Cohort Comparison						
04	2021					
	2019	52%	55%	-3%	58%	-6%
Cohort Comparison		-65%				
05	2021					
	2019	65%	54%	11%	56%	9%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	54%	-20%	62%	-28%
Cohort Comparison						
04	2021					
	2019	42%	57%	-15%	64%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-34%				
05	2021					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	51%	-20%	53%	-22%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready was the progress monitoring tool we used across our school to measure our student's growth throughout the year. For 5th/8th Science we used NWEA as our progress monitoring tool. For 7th grade Civics, we used several online practice tests and used zip grade to monitor the progress.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	38%	56%
	Economically Disadvantaged			
	Students With Disabilities	11%	11%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	27%	46%
	Economically Disadvantaged			
	Students With Disabilities	11%	11%	11%
	Number/% Proficiency	Fall	Winter	Spring
	English Language Learners	20%	20%	20%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	55%	74%
	Economically Disadvantaged			
	Students With Disabilities	8%	8%	8%
	English Language Learners	6%	6%	6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	35%	68%
	Economically Disadvantaged			
	Students With Disabilities	8%	8%	8%
	English Language Learners	6%	6%	6%
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	75%	85%	85%
	Economically Disadvantaged			
	Students With Disabilities	12%	12%	12%
	English Language Learners	10%	10%	10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	44%	63%
	Economically Disadvantaged			
	Students With Disabilities	12%	12%	12%
	English Language Learners	10%	10%	10%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44%	33%	33%
	Economically Disadvantaged			
	Students With Disabilities	12%	12%	12%
	English Language Learners	12%	12%	12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	23%	38%
	Economically Disadvantaged			
	Students With Disabilities	12%	12%	12%
	English Language Learners	12%	12%	12%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40%	34%	47%
	Economically Disadvantaged			
	Students With Disabilities	17%	17%	17%
	English Language Learners	20%	20%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	23%	38%
	Economically Disadvantaged			
	Students With Disabilities	17%	17%	17%
	English Language Learners	20%	20%	20%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	25%	37%	45%
	Economically Disadvantaged			
	Students With Disabilities	17%	17%	17%
	English Language Learners	20%	20%	20%

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	43%	53%
	Economically Disadvantaged			
	Students With Disabilities	36%	36%	36%
	English Language Learners	13%	13%	13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	33%	39%
	Economically Disadvantaged			
	Students With Disabilities	36%	36%	36%
	English Language Learners	13%	13%	13%
Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	42%	36%
	Economically Disadvantaged			
	Students With Disabilities	16%	16%	16%
	English Language Learners	22%	22%	22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	6%	16%
	Economically Disadvantaged			
	Students With Disabilities	16%	16%	16%
	English Language Learners	22%	22%	22%

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53%	50%	50%
	Economically Disadvantaged			
	Students With Disabilities	22%	22%	22%
	English Language Learners	17%	17%	17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	28%	41%
	Economically Disadvantaged			
	Students With Disabilities	22%	22%	22%
	English Language Learners	17%	17%	17%

## 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	25	45	45	17	39						
ELL	39	52	36	27	33	27					
HSP	56	61	53	38	41	31	29	53			
MUL	64			27							
WHT	65	50		50	44		70				
FRL	67	55		38	43						
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	29	36	17	21	33						
ELL	40	50	27	23	24	18					
HSP	53	50	25	38	38	26	35	62			
MUL	72			39							
WHT	65	58	45	49	46	23	28	60			
FRL	53	46	21	34	36	26	24	54			
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	44			38							
HSP	56	67		42	39						
WHT	71	52		64	55		55				
FRL	47	57		35	34		33				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	10
Percent Tested	96%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
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%	
<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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 Math, and Science achievement are significantly below state and district scores at the school. All scores decreased 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 43%. Lower than the district (55%) and the state (62%).



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

Both the administration and the management company have changed since the 2019 FSA thus the actions taken are unknown.

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

Based on the 2019 state assessments no areas showed significant improvements. All areas decreased from the prior year data.

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

Both the administration and the management company have changed since the 2019 FSA thus the actions taken are unknown.

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

Instructional focus on Tier 1 Reading and Math instruction will be needed. Adopting the Wit and Wisdom curriculum along with fidelity of implementation of the Eureka math curriculum will strengthen the core instruction across all grade levels. Given how low proficiency scores and learning gains were across all domains and grade levels it is also necessary to focus on the implementation of a research based MTSS program.

**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 be provided on going professional development; beginning with the pre-service weeks in August 2021 and continuing through a robust PLC program (common planning, early release PD and Saturday Morning Round Tables); in maximizing Tier 1 Instruction through fidelity of implementation of the Wit and Wisdom (K-5 ELA), SpringBoard ELA (6-8 ELA) and Eureka (K-8 Math) curriculums. This PD will be provided by a combination of the publisher and instructional coaches well versed in the use of the curriculums.

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

The school will support of instructional coaches from the management company for the 2021-2022 school year to ensure that new teachers are well-versed and supported with not only the pedagogical strategies required for student-centered teaching but also the curricula that is new to the school. All the curriculum that is new to the school, including Achieve3000 for middle school intervention and SAVVAS for Biology course in middle school will have extensive coaching and support from the management company's instructional team. Once the school's population grows to 350, a full-time instructional coach will be added to the team for additional instructional support. Lastly, a counselor was hired to support the social emotional needs of students, especially in the year following a pandemic.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:** School leadership utilized data points from the 2021 FSA school average of 61% in reading accountability areas to determine area of focus. Data indicates a need to strengthen Tier one instruction and a structured Tier two intervention program followed with fidelity to improve reading comprehension skills.

**Measurable Outcome:** Victory Charter School Tampa will achieve a minimum of 70% proficiency rate in reading comprehension as evidenced by the 2022 FSA administration.

**Monitoring:** The school will use i-Ready universal screeners (grades K-5) and Achieve 3000 Universal Screeners (grades 6-8, LevelSet) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.

**Person responsible for monitoring outcome:** Artur Glants (artur.glants@charter.hcps.net)

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

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

**Action Steps to Implement**

1. Provide teachers with professional development on instructional planning and methodology.
2. Provide teachers with professional development on the Wit and Wisdom Curriculum for grades K-5 and Springboard curriculum for grades 6-8 (August 2021).
3. Administer three i-Ready Diagnostics assessments (September 2021, December 2021 and May 2022),
4. Implement the MTSS tiered instructional program with fidelity, including the use of daily MTSS blocks for reading focusing on Tier 2 students and Tier 3 instruction, in addition, by a reading-endorsed teacher. While all students will be assigned i-Ready lessons in reading for personalized, adaptive instruction, Tier 3 students will also be assigned additional lessons in i-Ready to ensure additional reading support.

**Person Responsible:** Artur Glants (artur.glants@charter.hcps.net)

5. Departmentalize the elementary schedule for grades K-5, so that one teacher instructs reading and social studies and the other teacher do mathematics and science. This will allow teachers to become experts in content (August 2020).

6. Conduct data chats for students/teachers on the baseline data acquired from the 2019 FSA and the ongoing progress monitoring assessments from i-Ready, and school-wide benchmark assessments.

**Person Responsible:** Artur Glants (artur.glants@charter.hcps.net)

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

<b>Area of Focus Description and Rationale:</b>	School leadership utilized data points from the 2021 FSA Assessment of 41% in math accountability areas to determine area of focus. Data indicates a need to strengthen Tier one instruction and a structured Tier two intervention program followed with fidelity to improve reading comprehension skills.
<b>Measurable Outcome:</b>	Victory Charter School will achieve a minimum of 52% proficiency rate in math as evidenced by the 2022 FSA administration. In addition, the school will achieve at least 50% of students making learning gains overall and including and especially the lowest 25%.
<b>Monitoring:</b>	The school will use i-Ready universal screeners (grades K-5) and Achieve 3000 Universal Screeners (grades 6-8, LevelSet) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.
<b>Person responsible for monitoring outcome:</b>	Artur Glants (artur.glants@charter.hcps.net)
<b>Evidence-based Strategy:</b>	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 math curriculum, Eureka . Tier two instruction will be based on the utilization of i-Ready Online Instruction. Tier three instruction will be based on the utilization of i- Ready Toolbox.
<b>Rationale for Evidence-based Strategy:</b>	In order for students to meet grade level expectations, it is important to determine their level in each Math Strand and when necessary, intervene accordingly. Assessing students with researched-based programs, will provide teachers a guide to enhance the curriculum to meet students' needs. Eureka Math's strong, research-based curriculum, which comes with its own unit and standard-based formative and summative assessments, will ensure all teachers have a strong base of curriculum and assessment tools in mathematics. Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

**Action Steps to Implement**

1. Provide teachers with professional development on instructional planning and methodology.
2. Provide teachers with professional development on the Eureka Math curriculum from the company (August 2021).
3. Administer three i-Ready Diagnostics assessments (September 2021, December 2021 and May 2022)
4. Implement the MTSS tiered instructional program with fidelity. This will include intensive, data-driven groups during the daily Math MTSS blocks.
5. Departmentalize the elementary schedule for grades K-5, so that one teacher instructs reading and social studies and the other teacher do mathematics and science. This will allow teachers to become experts in
6. Conduct data chats for students and teachers on the baseline data acquired from the 2021 FSA and the ongoing progress monitoring assessments from i-Ready.
7. Provide professional development to all the Math teachers on the implementation of Eureka by Math Coach experienced using this curriculum (August 2021).

**Person  
Responsible** Artur Glants (artur.glants@charter.hcps.net)

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

<b>Area of Focus Description and Rationale:</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met and that educators can share best practices so that the strength of some may become the strength of the entire instructional staff. Research states, that if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then the student achievement will increase.
<b>Measurable Outcome:</b>	ELA, Math proficiency and gains will be at least at 62% in all subgroups. Science proficiency will be at least at 50% in all subgroups.
<b>Monitoring:</b>	The school will use i-Ready universal screeners for grades K-5 and Achieve universal screeners (LevelSet) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.
<b>Person responsible for monitoring outcome:</b>	Artur Glants (artur.glants@charter.hcps.net)
<b>Evidence-based Strategy:</b>	When using the PLC strategy, department teams meet weekly, they: analyze student data, plan together, and learn from each other approaches, strategies, and techniques in order to increase student achievement. This strategy will be enhanced with the Instructional Rounds process for the 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.
<b>Rationale for Evidence-based Strategy:</b>	With effective PLCs, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of themselves. To achieve this purpose, PLC members create and are guided by a clear and compelling vision of organizational goals for student learning. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. Teachers may be more willing to openly discuss concerns and doubts if they have the opportunity to play the role of leader (Dufour, 2010).

**Action Steps to Implement**

1. Create a Master Schedule in which teachers have the same common planning.
2. Administrator will meet with the teachers weekly to work as a PLC for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual student's needs as a Collaborative team.
3. Norms are created and followed.
4. Standards are analyzed for a clear expectation.
5. Administrator will monitor all accountability area of collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC.
6. To enhance the PLC process with real-time instructional examples, teachers will utilize their planning periods and/or be provided coverage to observe one another's lesson for specific "Look Fors" based on

the topic of analysis for that segment of the PLC sequence. Targets will include digital instruction strategies, student engagement techniques, and the utilization of higher-level questioning and rigor.

**Person**  
**Responsible** Artur Glants (artur.glants@charter.hcps.net)

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

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

**Measurable Outcome:** Victory Charter School will achieve a minimum of 41% proficiency rate in all ESSA Subgroups (Hispanic, ELL, SWD, and Economically Disadvantage students) as evidenced by the 2022 FSA administration.

**Monitoring:** The school will use iReady universal screeners (grades K-5) and Achieve3000 Universal Screeners (grades 6-8) in conjunction with school wide benchmark assessments to monitor for the desired outcomes.

**Person responsible for monitoring outcome:** Artur Glants (artur.glants@charter.hcps.net)

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

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

**Action Steps to Implement**

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

**Person Responsible** Artur Glants (artur.glants@charter.hcps.net)

5) For all subgroups, through participation in i-Ready and Achieve3000 as 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 i-Ready, members of the subgroup will do an extra lesson per 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** Artur Glants (artur.glants@charter.hcps.net)

8) For ESE, general education teachers will be provided consultation and professional development on how to effectively implement accommodations in the general education classes to ensure students acquire

standards taught and are able to successfully demonstrate an understanding of the lessons via assessments and classwork.

9) For ESE students, support facilitation specialists will receive training on how to support students with various ESE strategies including multiple means of expression for specific mathematics and reading standards.

**Person Responsible**      Artur Glants (artur.glants@charter.hcps.net)



**#5. 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:**

The school achieved a 33% proficiency rate in Science in 2018-2019. The school will achieve a minimum of 55% proficiency rate in Science for the 2021-2022 school year, a 22% 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:**

Artur Glants (artur.glants@charter.hcps.net)

**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. The 5E concept for scientific inquiry will also be utilized.

**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
  - StemScopes Science (Grades K-5)
  - Discovery Education (Grades 6-8)
  - Biology: Miller & Levine Biology
- 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**

Artur Glants (artur.glants@charter.hcps.net)

- 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** Artur Glants (artur.glants@charter.hcps.net)

### 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 "moderate" category for incidents per student, #193 out of 313. The school had no "property incidents" for the 2019-2020 school year. The school had no "drug/public order incidents." Lastly, the school ranked in the "very low" category for total reported suspensions for 2019-2020, with 0 suspensions or every 100 students.**

**While these numbers are low for property/suspension incidents but high for violent incidents, 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 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 use of the HERO PBIS platform which motivates students that demonstrate ready-to-learn behaviors and redirects those that do not. 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.

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

Principal: is responsible for encouraging our scholars and teachers to do their very best every single day. Our principals are constantly looking at ways to keep a positive culture and a fun environment for our scholars to learn and grow.

School counselor: plays an essential role in ensuring that our students have excellent educational experiences. They are part of a school support team that provides critical social-emotional support in addition to academic support.

PTO: Our parent-teacher organization (PTO) allows parents and teachers to work together to supplement and enrich the educational experience. Our PTO helps our school assist in many different activities for both teachers and scholars to enjoy and keep high morale throughout our school.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$53,002.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	7811 - Victory Charter School Tampa	General Fund		\$21,928.00
			Notes: Wit and Wisdom Curriculum for K-5			
	5100	520-Textbooks	7811 - Victory Charter School Tampa	General Fund		\$2,114.00

			<i>Notes: Springboard Curriculum for grades 6-8.</i>			
	5100	529-Technology-Related Textbooks	7811 - Victory Charter School Tampa	General Fund		\$28,960.00
			<i>Notes: Achieve 3000 curriculum for 6-8 intervention.</i>			
	5100	529-Technology-Related Textbooks	7811 - Victory Charter School Tampa	General Fund		\$0.00
			<i>Notes: I-Ready for reading grades K-5.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$19,930.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	7811 - Victory Charter School Tampa	General Fund		\$7,500.00
			<i>Notes: Eureka Math</i>			
	5100	529-Technology-Related Textbooks	7811 - Victory Charter School Tampa	General Fund		\$12,430.00
			<i>Notes: iReady for Math</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Instructional Leadership Team</b>				<b>\$1,135.62</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6500		7811 - Victory Charter School Tampa	General Fund		\$1,135.62
			<i>Notes: Lesson planning and collaboration software - OnCourse.</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$19,656.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	7811 - Victory Charter School Tampa	General Fund		\$14,611.00
			<i>Notes: Discovery Ed (6-8) and Stemscopes (K-5) core curriculum</i>			
	5100	519-Technology-Related Supplies	7811 - Victory Charter School Tampa	General Fund		\$5,045.00
			<i>Notes: GIZMOS Online science virtual lab program and supplemental instructional materials.</i>			
<b>Total:</b>						<b>\$93,723.62</b>