Victory Charter School

2022-23 Schoolwide Improvement Plan

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Victory Charter School

2880 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

https://victorycharterschools.org/

Demographics

Principal: Mark Viera

Start Date for this Principal: 7/31/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (36%) 2018-19: C (46%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Avant Garde Academy d/b/a Victory Charter Schools 6-12 (herewith referred to as "Victory Charter School 6-12") is to awaken and develop the socially responsible, technologically literate, and self-motivated leader within ALL students via an innovative, internationally focused, and student-centered curriculum that challenges students intellectually, creatively, and personally in a nurturing and safe environment that promotes the development of the total child so that they can be successful in an interconnected global community.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities

Demographic Information

Principal start date
Sunday 7/31/2022, Mark Viera

Number of teachers with a 2022 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 2022 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.*

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
698

Identify the number of instructional staff who left the school during the 2021-22 school year.
20

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	122	125	117	129	80	71	54	698
Attendance below 90 percent	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	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	

Date this data was collected or last updated

Sunday 7/31/2022

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	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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide 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	

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

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	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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide 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	

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	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24%	45%	51%				34%	57%	56%
ELA Learning Gains	37%						44%	48%	51%
ELA Lowest 25th Percentile	34%						43%	43%	42%
Math Achievement	17%	37%	38%				24%	46%	51%
Math Learning Gains	27%						34%	41%	48%
Math Lowest 25th Percentile	40%						40%	46%	45%
Science Achievement	18%	32%	40%				27%	69%	68%
Social Studies Achievement	33%	39%	48%				53%	70%	73%

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	2022					
	2019	27%	48%	-21%	54%	-27%
Cohort Comparison						
07	2022					
	2019	38%	47%	-9%	52%	-14%
Cohort Comparison		-27%				
08	2022					
	2019	45%	49%	-4%	56%	-11%
Cohort Comparison		-38%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	36%	45%	-9%	55%	-19%
Cohort Comparison						
07	2022					
	2019	18%	30%	-12%	54%	-36%
Cohort Comparison		-36%				
08	2022					
	2019	26%	47%	-21%	46%	-20%
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	42%	-19%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	34%	62%	-28%	67%	-33%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	68%	73%	-5%	71%	-3%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	33%	62%	-29%	70%	-37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	49%	-20%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	44%	-23%	57%	-36%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	17		3	15	14	15	17			
ELL	16	35	33	15	28	40	16	24	41	94	34
BLK	35	53		12	31						
HSP	24	37	33	17	27	40	16	30	38	97	27
FRL	18	30	22	8	22	32	11	22	21	100	36
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	
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI

ESSA Federal Index	
OVERALL Federal Index – All Students	34
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	15
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	12
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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?

Horizontal grade to grade analysis (e.g. 6th grade in 2021 to 6th grade in 2022) of the 2022 data as compared to the 2021 results indicated that sixth grade student proficiency rates had a 15% increase in ELA and a 16% increase in Math. Also, tenth grade student proficiency rates increased by 10%. The data further indicated that though insignificant, Algebra I passing rates increased by 3%. All other grade levels, when compared grade to grade, decreased and in some cases significantly. Vertical cross grade analysis (i.e. 6th grade in 2021 to 7th grade in 2022) indicated a decrease across the board which was reflected in the rates of students who demonstrated one year's worth of learning gains in Reading and Math, specifically in the lowest 25%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Data components indicated that the greatest need for improvement was in science, Geometry, Civics and US History. Specifically, Biology had a drop of 19% and Civics/US History had a drop of 13%. The other subject areas had a decrease across the board except in sixth grade where an increase occurred.

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

In analyzing root causes for the above challenges, research indicated that the Civics course had a change of teachers three times prior to the EOC administration; therefore, fidelity of pacing guides was not at a high rate. In addition, though CIVICS afternoon tutoring was offered, a low percentage of students attended. US History was taught by a permanent substitute teacher after October due to unsuccessful recruitment of a certified teacher. This resulted in students enrolled in Edgenuity self-paced coursework versus an actual hands-on direct instructional program. Long term Biology teacher received a promotion; therefore, the course was taught by a new teacher which switched in October and January. Progress monitoring results did not indicate the significant loss of proficiency that resulted in the actual EOC; therefore, just-in-time interventions were misled. Long term Algebra 1 teacher was terminated in December due to personnel investigation and permanent substitutes taught the course for the latter part of the year right before EOC administration. Reading endorsed teachers were not able to be recruited despite aggressive efforts although positions allocated by the budget. Therefore, reading courses were taught by digital programs and/or permanent substitutes.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Horizontal grade to grade analysis (i.e. 6th grade in 2021 to 6th grade in 2022) of the 2022 data as compared to the 2021 results indicated that sixth grade student proficiency rates had a 15% increase in ELA and a 16% increase in Math.

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

All 6th grade courses had consistency in teachers and utilization of the pacing guide, as well as the implementation of the curriculum with fidelity which included Springboard ELA, GreatMinds Eureka Math and Achieve 3000 for reading intervention. Moreover, the largest percentage of students in 6th grade attended after-school tutoring. Additionally, all 6th grade students were enrolled in a Spanish class that allowed them to access the standards in their native language, which allowed them to make connections to what they were learning in their ELA class.

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

Using ESSER ARP funds, reading courses have been added to all students in grades 6-10 who scored less than proficient on the 2022 Reading FSA Administration to ensure delivery Tier 2 and Tier 3 MTSS services using Lexia Power Up. Using Title I Funds, a newcomer language acquisition elective course was added to all students who have been in the country for less than 1.2 years. Achieve 3000 was added into the Tier 1 ELA core class and Khan Academy was added into the Tier 2 math classes (large percentage of students qualify for Tier 2) an adaptive learning for all students to close the reading and math achievement gap. Using ESSER ARP funds, Extended Learning Opportunities will be provided to students whose data points indicate lack of significant progress as evidenced by progress monitoring tools from each platform. Given the low EOC Biology passing rates, a universal screener from Khan Academy will be used with corresponding adaptive learning pathways to provide the just-in-time intervention for standard gaps. Lastly, an additional course has been added to all juniors and seniors who have not passed the FSA Reading or Algebra I EOC, to provide them with the MTSS interventions to achieve the required score for graduation. Using ESSER ARP funds, a Spanish course was added to all ELL students that would allow them to receive instruction in their home language.

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.

Using ESSER ARP, all ELA and Math teachers were trained on the new BEST standards prior to school starting in a four day academy to impact lesson design. Furthermore, during pre-service time, teachers were trained on the implementation of an effective MTSS process for Tier 1-3 instruction and provided explicit guidance on using core Tier 1 curriculum with fidelity by the vendor and/or an instructional coach. Common planning was embedded into the middle/high school master schedule to allow for vertical and horizontal planning for all teachers. Using UNISIG and other grant funds, two instructional coaches were hired, one ELA and one Math. These coaches will be supporting teachers utilizing a research based coaching cycle that will improve lesson design and delivery. Early release schedule has been created to allow for teachers to participate in Professional Learning Communities as a department that will focus on data analysis, pedagogy, common assessments etc. Given the candidacy for International Baccalaureate (IB), all core and elective teachers will be participating in the IB subject specific training, which focuses on developing their content for appropriate unit planning and lesson design implementation. Leaders are provided transformational and instructional leadership training sessions by members of the ESP that are certified School Improvement Specialist by the Center of Performance Improvement. These sessions include leadership development as well as day-to-day implementation support to ensure the fidelity of the strategies incorporated into the School Improvement Plan and UNISIG.

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

MasteryConnect, an item-bank assessment platform, was purchased for common assessments and progress monitoring. Reading endorsement is being incentivized in teacher salary to increase reading endorsement. Given the large population of ELL students in the school, a teacher incentive was embedded into the salary of those teachers who have ESOL Endorsement. All teachers are being trained on the Evaluation process, and are being scheduled to observe each indicator through instructional rounds. The instructional rounds will provide teachers with strategies used by other teachers to implement in their classrooms. Additionally, our instructional coaches will be scheduling routine coaching sessions, model lessons, and observations to provide feedback to teachers on effective teaching strategies. An Academic Counselor was allocated to individually monitor all students' academic progress and credit acquisition. The academic counselor provides recommendations and resources to students and their parents, as well as supports students in understanding their course requirements. A mental counselor was allocated to assist students with their mental health wellness. The counselor will have peer counseling groups as well as individual counseling for those students who need it. Additionally, the counselor will implement a curriculum via scheduled times into classes to help students with their social and emotional state.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Horizontal grade to grade analysis (i.e. 6th grade in 2021 to 6th grade in 2022) of the 2022 data as compared to the 2021 results indicated that sixth grade student proficiency rates had a 15% increase in ELA . Also, tenth grade student proficiency rates increased by 10%. All other grade levels, when compared grade to grade, decreased and in some cases significantly. Vertical cross grade analysis (i.e. 6th grade in 2021 to 7th grade in 2022) indicated a decrease across the board which was reflected in the rates of students who demonstrated one years worth of learning gains in Reading, specifically in the lowest 25%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Given the implementation of the actions steps included in the Instructional Practice for ELA, students in grades 6-10 will improve their reading skills as evidenced by 70% of the students improving their Lexile level by at least 10 points from baseline to Spring 2023 Universal Screener administration.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	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 and adaptive instructional reading support via Lexia. 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.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Assessing students with researched-based programs will provide teachers a guide to enhance the curriculum to meet students' needs. Studies show that the analysis of student assessment data serves a critical role in the teacher decision making and meeting the diverse needs of individual students. Marzano (2003), Reeves (2010), Dufour, et al (2010). SpringBoard was selected for Tier one instruction because it provides the deep levels of rigor students need in a student-centered, teacher facilitated manner. 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hire an Instructional Coach to provide pedagogical and content development for teachers implementing a research based coaching cycle (FUNDED BY UNISIG).

Person Responsible	[no one identified]

Provide an Intensive Reading Course for all students in grades 6-10 who are not proficient AND in grades 11-12 for students who have not met reading assessment graduation requirement (FUNDED BY ESSER ARP).

Person Responsible	[no one identified]

Implement Achieve 3000 as an adaptive learning intervention for students through the ELA course as a Tier 1 support (FUNDED BY ESSER ARP).

Person Responsible	[no one identified]

Implement an Early Release schedule to provide teachers with the opportunity to participate in Professional Learning Communities to collaborative plan and review student data to make informed instructional decisions (NO ADDITIONAL COST).

Person Responsible	[no one identified]

Provide teachers with a four day summer academy training focusing on the new BEST Standards (FUNDED BY ESSER ARP).

Person Responsible	[no one identified]

Implement Lexia Power UP in grades 6-12 for Tier 2 and Tier 3 students as both a self-paced adaptive learning program and teacher-directed small group instruction (FUNDED BY ESSER ARP).

Person Responsible	[no one identified]

Provide after school tutorial program focused on the BEST standards identified as a foundational weakness for scholars (FUNDED BY ESSER ARP).

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Ensuring high levels of learning of mathematics achievement for all students is paramount for the 2022-2023 school year. The school had very low performance in Math, the lowest of any category of performance (17% 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. Based on the 2021 FSA math scores, Victory Charter School 6-12 overall proficiency level must increase student achievement on the Florida Standards Assessment by 20% average in order to reach the district overall average in mathematics. 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, the implementation with fidelity of the Eureka Math program for 6-12 grade students and supplemental resources is a key focus to increase mathematics performance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Given the implementation of the actions steps included in the Instructional Practice for Math, students in grades 6-10 will improve their math skills as evidenced by 70% of the students improving their performance on the universal screener administered on the Khan Academy platform from baseline (Fall 2022) to Spring 2023 Universal Screener administration.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student progress will be monitored through Khan Academy weekly reports and MasteryConnect common assessment scores. Data will be used to restructure learning groups to ensure that they are always addressing the students' individual instructional needs and potentially modify instructional support strategies within the curriculum if improvement is not showing.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	After an intense analysis of students' math deficiencies by administering a Universal Screening process with data points from Khan Academy 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 the specific instructional programs students will receive at the Tier 2 and Tier 3 levels. Tier one

implemented for this Area of Focus.	instruction will be based on the curriculum, Eureka and IXL. Tier two instruction will be based on the utilization of Khan Academy Math, Eureka Math "Foundational Standards" lessons. Tier 3 mathematics intervention will use Khan Academy lessons and Eureka Math "Foundational Standards" lessons and standards.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hire an Instructional Coach for Mathematics to provide coaching and instructional support to staff.

Person Responsible	[no one identified]

Purchase Khan Academy licenses to be used as the Universal Screener and adaptive learning platform for grades 6-12.

Person Responsible	[no one identified]

Provide an Intensive Math course for the seniors who haven't passed the Algebra I EOC graduation requirement.

Person Responsible	[no one identified]

Implement an Early Release schedule to provide teachers with the opportunity to participate in Professional Learning Communities to collaborative plan and review student data to make informed instructional decisions (NO ADDITIONAL COST).

Person Responsible	[no one identified]

Provide after school tutorial program focused on the BEST standards identified as a foundational weakness for scholars (FUNDED BY ESSER ARP).

Person Responsible	[no one identified]

Provide teachers with a four day summer academy training focusing on the new BEST Standards (FUNDED BY ESSER ARP).

Person Responsible	[no one identified]

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Over 400 students enrolled in the school are classified as LY, and the lowest 25% had a decrease in ELA scores in 2022 when compared to the assessment scores of 2021. A large number of students enter the country as a 9th grade student and are still expected to meet the graduation requirement of a passing score on their state assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Given the implementation of the actions steps included in the Instructional Practice for ELA, students in grades 6-10 will improve their reading skills as evidenced by 70% of the students improving their Lexile level by at least 10 points from baseline to Spring 2023 Universal Screener administration.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Achieve3000 progress monitoring data will be monitored by reading teachers, ELA teachers, and the leadership teams.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	ELA and Intensive reading classes have been differentiated based on state test score performance and student language proficiency. Evidence-based interventions, such as scaffolding and explicit instruction are used with the reading classes to meet individual needs of the struggling students. Achieve3000 assessments and ongoing formative assessments are used for progress monitoring. Administrators actively participate in grade level ELA/Reading PLC meetings where student data and performance on formative assessments are reviewed collaboratively.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**	Scaffolding instruction (Hattie Effect Size .82) helps teachers meet the individual needs of students. Our teachers, also, use several explicit teaching strategies (Hattie .57 effect size) such as small group instruction, technology, differentiated reading programs to meet the individual needs of their students.When teachers use frequent progress monitoring and adjust instruction, they are better able to determine student needs and make instructional adjustments to promote student growth.

**selecting this
strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide language acquisition course for all newcomers who have been in the country for less than 1.2 years. This course will focus on the foundational skills for the students to acquire the English language and supporting them with the tools to succeed in the other content courses. The curriculum for this course will focus on vocabulary development.

**Person
Responsible**   [no one identified]

Provide students in LY and LF status with a Spanish Language Arts elective so that students receive instruction in their home language on the BEST Standards and transference into the English language can be easily done.

**Person
Responsible**   [no one identified]

An ELL Coach has been allocated to monitor the individual students plan and coach teachers on strategies that can be implemented during instruction to better meet the instructional needs of the English Language Learner.

**Person
Responsible**   [no one identified]

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students in our ESE program are on the "Standard Diploma" track, and are expected to meet the same graduation requirements as general education students despite having Individualized Education Plans that reflect learning loss/deficiency. The students in this subgroup are in the lowest 25% category.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Given the implementation of the actions steps included in the ESSA Subgroup relating to Students with Disabilities, students classified with a primary exceptionality, in attendance both FTE periods, will improve their reading skills as evidenced by improving their Lexile level by at least 10 points from baseline to Spring 2023 Universal Screener administration (Achieve 3000).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus and its corresponding strategies will be monitored by the school principal and the nNetwork Director for Students with Disabilities. Weekly reports for Achieve 3000 will be printed to monitor the usage of the students and their performance on the weekly assignments. Furthermore, performance in core classes will be monitored to ensure that success rates are high and that appropriate accommodations are provided.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Supporting learners with special needs using a combination of supports and interventions. Use available evidence to identify where learners are in the learning progression, identify specific evidenced-based interventions, implement those interventions with fidelity, and continually monitor the impact of those interventions. Differentiation will be used in classrooms. This involves adjusting the content, the process of learning, and the way the learners demonstrate the learning, and the learning environment. This will include scaffolding learning and creating challenging goals.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The effect size of supporting learners with special needs is 0.80. The effect size of differentiation is 0.46. To increase the effectiveness of this strategy it will be coupled with scaffolding learning (0.58) and creating challenging goals (0.59).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide students with disabilities support facilitation teacher support in the core mathematics class and in the intensive reading class.

Person Responsible   [no one identified]

Allocate a Learning Strategies elective for students with disabilities who need that extra support to reach their IEP goals and objectives.

Person Responsible   [no one identified]

Provide extra instructional time every day for students with disabilities who struggle to understand content being taught in the general education course.

Person Responsible   [no one identified]

Allocate a Special Education coach to provide ESE teachers with the strategies required to meet the needs of the students per the IEP. In addition, to work with the general education teachers to understand how to provide the accommodations the students is entitled to per the IEP.

Person Responsible   [no one identified]

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science Achievement decreased from 27% in 2019, to 26% in 2021, to 18% in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Science Achievement will increase to at least 35% in the 2022-2023 testing year (17% increase from previous year) as measured by the Science FCAT 2.0.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional practices for Science will be monitored by student progress on Mastery Connect-based assessments and by the Khan Academy progress-monitoring tool for Biology to ensure that they're making progress between each administration of the screener/benchmark. 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:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Discovery Education's curriculum, fused with a focus on hands-on experience from teachers with support from administration, will ensure a great retention of scientific knowledge and the scientific process on behalf students.
Rationale for Evidence-based Strategy:	Discovery Education's science curriculum, utilized in Victory Charter School in Grades 6-12 as the core Science curriculum meet rigorous evidence-based standards defined in ESSA — meeting Tier 4 evidence criteria for federal requirements. In addition, students who manipulate scientific ideas using hands-on/minds-on strategies and activities are

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize Tier I Science Curriculum with fidelity to ensure that the text utilized for science education is hands-on, relevant, and aligned to the Next Generation Science Standards (Discovery Education, Grades 6-12)

Person Responsible   [no one identified]

Teachers will attain and break down achievement data from vendor-created diagnostic and summative assessments and district assessments during weekly common planning PLCs.

Person Responsible   [no one identified]

Teachers will continue to participate in support and training that will explore key strategies including Kagan, Cornell notes, the 5Es, interactive Science notebooks, and the scientific method.

Person Responsible   [no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NOT APPLICABLE

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NOT APPLICABLE

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NOT APPLICABLE

Grades 3-5: Measureable Outcome(s)

NOT APPLICABLE

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NOT APPLICABLE

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NOT APPLICABLE

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

  ◦ Do the evidence-based practices/programs address the identified need?

  ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

NOT APPLICABLE

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

Action Step	Person Responsible for Monitoring

NOT APPLICABLE

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school is very intentional about create a positive culture through the design and implementation of a comprehensive and precise Positive Behavior Intervention and Support (PBIS) Framework. The foundation of this framework is that teachers train the 10 learner profile characteristics or skills in their classrooms using mini-lessons trained by a PBIS consultant that break down each profile/skill into tangible, every-day application friendly behaviors and strategies students should use to better engage with one another, their instructor, and the instructional process overall. Some examples include teachers train students to "BE Knowledgeable" by taking a stance on a local/global issue that relates to a concept being studied in class and connecting classroom concepts to local/global issues. Teachers train students to "BE Reflective" by allowing Students time to think critically and reflect on their behavior, whether positive or otherwise, and analyze prior experiences and determine whether their response led to a positive outcome. Teachers train students to "BE Caring" by establishing a positive and welcoming environment not just in the classroom but in the entire school as well, modeling for Students how to be respectful of individuals and how students can be sensitive to other's ideas and opinions. Teachers and administrators collaborate to establish a safe and respectful learning environment that allows others' opinions to be valued and respected. Students are also trained and taught how to "BE Principled" and empower with Ownership with accountability, taking initiatives when it comes to their education and commitment to the school and class and their peers for success, taking pride in their education and commitment to growth

By teaching and modeling appropriate positive, prosocial behaviors, the students have a clearer understanding of what is expected. Teachers are trained that students need to be shown and told what to do, rather than telling them "don't do something." Positively stating and acknowledging appropriate behaviors gives the students concrete behavioral guidelines. Behavioral response systems are more likely to be effective when the students expect the same response across classrooms and in other common settings in their schools. The school encourages and rewards consistent behaviors which elicit the same responses from staff, regardless of the student is in the school building.

Using positively stated and easy-to-remember norms that are used schoolwide helps both students and staff use universal language when discussing behavior.

Teachers and students are provided with a table that lists the school norms and necessary skills to display the norms that are expected in every setting in the building. Posters/signs are utilized in each setting listing the norms and skills for that location.

Teaching guides were also trained and provided to teachers teach norms to students with setting specific examples.

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

School administrators and team members from the ESP with experience in positive culture and PBIS framework design and implementation designed the PBIS policies including teaching guides, norms, skills, and frameworks and trained teachers on not only the frameworks, but how to implement them.

Classroom teachers teach the students the norms and skills they need to engage positively in the learning process and with one another, reward students for following the expected norms and behaviors, and redirect behaviors using specifically trained strategies and cues. Teachers also form partnerships with parents both as a celebration of students making good choices and to collaborate on behavioral challenges that students may have.

Auxiliary personnel (i.e. hall monitors, front office staff, etc.) also refer to the norms, skills, and behaviors that comprise the school's PBIS framework to ensure there is a consistent culture and vocabulary around the positive environment.