

Hillsborough County Public Schools

Victory Charter School Tampa School



2023-24

Schoolwide Improvement Plan (SIP)

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Victory Charter School Tampa

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[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Glants, Artur	Principal	<p>As an IB Principal responsible for School Improvement Plan (SIP), your role will encompass a range of duties and responsibilities to drive academic excellence and the overall growth of the school. Key responsibilities include:</p> <p>Strategic Leadership: Provide visionary leadership, aligning the school's goals with the IB framework and the School Improvement Plan. Develop a clear vision and mission for school improvement and effectively communicate it to staff, students, and stakeholders.</p> <p>SIP Development and Implementation: Collaborate with educational leaders, teachers, and stakeholders to formulate a comprehensive School Improvement Plan. This plan should encompass academic goals, strategies for improvement, resource allocation, and timelines for achieving targets.</p> <p>Data Analysis: Regularly analyze academic and performance data to identify strengths and areas needing improvement. Use data-driven insights to inform the development and adjustment of the SIP, ensuring that goals are specific, measurable, achievable, relevant, and time-bound (SMART).</p> <p>Curriculum Alignment: Ensure that the curriculum aligns with the goals of the SIP and the IB framework. Collaborate with curriculum coordinators and educators to integrate best practices, innovative teaching methods, and IB principles into daily instruction.</p> <p>Teacher Professional Development: Facilitate ongoing professional development for educators, focusing on pedagogical approaches, IB curriculum implementation, assessment strategies, and differentiated instruction. Support teachers in their roles as facilitators of student growth and achievement.</p> <p>Resource Management: Allocate resources effectively to support the implementation of the SIP. This includes budgeting for professional development, instructional materials, technology integration, and other tools that enhance the learning environment.</p> <p>Instructional Support: Provide instructional leadership by observing classrooms, conducting evaluations, and offering feedback to teachers. Foster a culture of continuous improvement through mentorship, coaching, and collaboration.</p> <p>Stakeholder Engagement: Engage with parents, students, and the broader community to share the SIP's goals, progress, and successes. Encourage parental involvement and maintain open lines of communication to build a collaborative learning environment.</p> <p>Data-Driven Interventions: Identify students in need of academic support and develop targeted interventions to ensure their progress. Collaborate with intervention teams to create personalized learning plans and monitor their effectiveness.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Evaluation and Reflection: Regularly assess the implementation and impact of the SIP's strategies and goals. Encourage a culture of reflection among staff to identify what's working well and what needs adjustment.</p> <p>Reporting and Accountability: Provide regular updates on the progress of the SIP to school leadership, the governing board, and relevant stakeholders. Ensure transparency, accountability, and alignment with the school's overall mission and vision.</p> <p>Cultural Competence and Diversity: Foster an inclusive and culturally sensitive environment that values diversity, promoting understanding and respect among students and staff from different backgrounds.</p> <p>As an IB Principal driving the School Improvement Plan, your role is pivotal in shaping the school's trajectory towards excellence, promoting holistic student development, and cultivating a culture of continuous improvement.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development of the School Improvement Plan (SIP) at Victory Charter School Tampa is characterized by a collaborative approach that actively engages a diverse range of stakeholders. Our commitment to inclusivity ensures that the SIP is informed by various perspectives and aligns with the shared vision of our educational community.

School Leadership Team: The SIP development process commences with the active involvement of our School Leadership Team (SLT), comprising administrators, department heads, and key staff members. This team plays a pivotal role in setting the tone for SIP development, ensuring alignment with our school's mission and objectives.

Teachers and School Staff: Valuing input from our dedicated teaching and support staff, we conduct regular feedback sessions, department meetings, and surveys to gather insights into instructional strategies, curriculum needs, and resource requirements. Staff contributions help identify areas for improvement and innovation.

Parents and Families: Recognizing the importance of parental and familial perspectives, we actively seek input through avenues such as Parent-Teacher Association (PTA) meetings, school-wide forums, and surveys. We gather feedback on topics ranging from communication to family engagement, informing our strategies.

Students (Secondary Schools): In compliance with mandatory requirements for secondary schools, we prioritize the voices of our students. Focus groups, classroom discussions, and surveys provide insights into their experiences, challenges, and aspirations. Their input shapes strategies related to curriculum, school culture, and student support.

Business and Community Leaders: Engaging with local businesses and community leaders enriches the SIP with practical viewpoints and connections. We foster partnerships through roundtable discussions, community events, and collaborative projects, ensuring educational goals align with community needs.

Incorporating Stakeholder Input into SIP Development:

Data Analysis: Stakeholder input gathered through surveys, meetings, and focus groups is meticulously analyzed to identify common themes, priorities, and areas for attention.

Goal Setting: The insights collected inform the formulation of targeted goals within the SIP. These goals resonate with the shared aspirations of stakeholders, ensuring that the plan addresses their concerns and aspirations.

Action Planning: Stakeholder input is integral to crafting actionable strategies. For instance, if parents highlight communication concerns, strategies may include enhanced communication platforms and regular updates.

Resource Allocation: Insights from stakeholders guide decisions regarding resource allocation. For example, if teachers emphasize the need for specific professional development, budget allocations are adjusted accordingly.

Implementation and Monitoring: Stakeholder input continues to influence SIP implementation. Regular progress assessments involve stakeholders in reviewing accomplishments and refining strategies as required.

Feedback Loop: An ongoing feedback loop ensures that the SIP remains dynamic and responsive to evolving needs. Periodic meetings with stakeholders contribute to the plan's continuous development.

Stakeholder engagement is pivotal in shaping the SIP as a comprehensive roadmap for school improvement at Victory Charter School Tampa. By embracing diverse perspectives, we ensure that our educational strategies are comprehensive, effective, and reflective of our school community's collective vision. This approach underscores our commitment to fostering inclusive excellence in education.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The monitoring and evaluation of the School Improvement Plan (SIP) at our institution is a dynamic and systematic process aimed at ensuring effective implementation and achieving the desired impact on student achievement, especially for those students facing the greatest achievement gaps. Our commitment to continuous improvement is demonstrated through a comprehensive framework that includes ongoing assessment, data analysis, stakeholder feedback, and adaptive strategies.

Regular Monitoring:

Data Analysis: Regular data collection and analysis form the foundation of our monitoring process. We routinely gather academic, attendance, and behavioral data to track student progress and identify areas needing improvement. This includes disaggregating data to identify achievement gaps among different student subgroups.

Progress Tracking: We use benchmark assessments, formative assessments, and standardized tests to track student progress against academic standards. Progress is monitored at both the individual student level and across subgroups, allowing us to identify trends and patterns.

Comparison to Targets: We compare actual student performance to the targets set within the SIP. This helps us gauge the effectiveness of strategies and interventions in narrowing achievement gaps and meeting academic standards.

Stakeholder Involvement: Regular communication with teachers, staff, parents, and community members ensures that multiple perspectives contribute to monitoring efforts. Stakeholder feedback provides insights into the on-ground impact of SIP strategies.

Impact on Achievement Gap:

Focused Interventions: Data analysis enables us to identify specific areas where achievement gaps persist. Tailored interventions are then designed to address these gaps, such as targeted tutoring, differentiated instruction, and enrichment programs.

Resource Allocation: We prioritize allocating resources to programs and initiatives that have demonstrated success in reducing achievement gaps. This includes professional development for teachers and acquisition of instructional materials specifically designed to support students with greater needs.

Revising the Plan for Continuous Improvement:

Data-Driven Revisions: Based on data analysis and ongoing assessment, we identify strategies that are yielding positive results and those that require adjustment. Strategies that show effectiveness in reducing achievement gaps are retained, while those with limited impact are revisited.

Adaptive Strategies: We are committed to a flexible approach. If data reveals that certain strategies are not producing the intended outcomes, we revise them promptly. This includes modifying instructional approaches, shifting resource allocations, or exploring new interventions.

Stakeholder Input: Regular engagement with stakeholders provides valuable insights into the impact of SIP strategies on student achievement. Feedback from teachers, parents, and students helps us identify blind spots and opportunities for improvement.

Professional Development: Our educators undergo ongoing professional development to stay abreast of best practices. This informs their ability to adapt instructional strategies to better serve students with varying needs.

Continuous Reflection: Periodic reviews of the SIP involve a comprehensive analysis of progress, stakeholder feedback, and emerging educational trends. These reviews inform revisions, ensuring that the plan remains relevant and effective.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	33%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	50	53	53	53	56	61		
ELA Learning Gains				51			57		
ELA Lowest 25th Percentile				50			42		
Math Achievement*	47	56	59	53	50	50	41		
Math Learning Gains				67			43		
Math Lowest 25th Percentile				57			23		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	30	50	54	47	59	59	41		
Social Studies Achievement*				88	69	64	63		
Middle School Acceleration				69	56	52	50		
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	72	59	59	70			71		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	249
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	10
Percent Tested	95
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL	40	Yes	1	
AMI				
ASN				
BLK				
HSP	45			
MUL				
PAC				
WHT	62			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	55			
AMI				
ASN				
BLK	31	Yes	1	1
HSP	60			
MUL	60			
PAC				
WHT	58			
FRL	56			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			47			30					72
SWD												
ELL	35			39			30				5	72
AMI												
ASN												
BLK												
HSP	50			43			29				5	80
MUL												
PAC												
WHT	68			55							2	
FRL	36			21							4	77

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	51	50	53	67	57	47	88	69			70
SWD	27	29		40	79							
ELL	48	60	62	33	60	50						70
AMI												
ASN												
BLK	31			31								
HSP	56	54	50	54	68	47	33	88	80			68
MUL	50			70								
PAC												
WHT	55	50		50	67		70					
FRL	45	53	53	40	55	55	29	100				75

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	61	57	42	41	43	23	41	63	50			71
SWD	25	45	45	17	39							
ELL	39	52	36	27	33	27						71

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP	56	61	53	38	41	31	29	53				73
MUL	64			27								
PAC												
WHT	65	50		50	44		70					
FRL	67	55		38	43							

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	53%	9%	54%	8%
04	2023 - Spring	61%	54%	7%	58%	3%
03	2023 - Spring	42%	46%	-4%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	55%	-7%	59%	-11%
04	2023 - Spring	55%	59%	-4%	61%	-6%
05	2023 - Spring	50%	53%	-3%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	47%	-12%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Upon thorough examination of the relevant school data sources, it is evident that the lowest performance in the past year was observed in the reading domain. This lower performance can be attributed to several contributing factors that warrant consideration for effective remediation and improvement.

One contributing factor is the diversification of the student body, bringing varying literacy levels and language proficiencies into the classroom. This diversity often necessitates tailored teaching approaches to cater to the unique needs of each student. Additionally, the transition to remote or hybrid learning due to external factors, such as the COVID-19 pandemic, posed challenges in sustaining consistent engagement and interactive learning experiences that are vital for enhancing reading skills. The interruption of regular classroom dynamics and limited in-person interactions impacted students' ability to receive immediate feedback and engage in collaborative reading activities.

Furthermore, limited access to reading resources both in-school and at home, particularly for students from disadvantaged backgrounds, created disparities in opportunities for additional reading practice and exposure to diverse reading materials. These factors collectively contributed to the lower performance in reading during the previous academic year.

Trends in the data indicate a consistent pattern of struggling students requiring additional support to bridge the achievement gap in reading. Despite varied efforts, the trend underscores the need for more targeted interventions and strategies to address the challenges faced by students who are not meeting proficiency standards.

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

Upon thorough analysis of the relevant school data, it is evident that the data component showing the greatest decline from the prior year is science proficiency. This decline can be attributed to several contributing factors that necessitate careful consideration and targeted interventions.

One of the primary factors that contributed to the decline in science proficiency is the disruption caused by the COVID-19 pandemic. The shift to remote and hybrid learning models resulted in reduced hands-on, experiential learning opportunities that are crucial for understanding scientific concepts. Science education heavily relies on practical experiments, laboratory work, and interactive activities that were compromised by the limitations of remote learning environments. The inability to physically engage with scientific materials, conduct experiments, and collaborate with peers impeded students' grasp of complex scientific principles.

Additionally, the transition to online platforms posed challenges in replicating the interactive and dynamic nature of science instruction. Limited access to science-specific resources, materials, and tools further hindered students' ability to explore and engage with scientific phenomena. The absence of face-to-face interactions also affected students' ability to seek immediate clarifications from teachers and engage in collaborative problem-solving.

Furthermore, the shift in instructional delivery required a rapid adaptation of teaching methodologies to

virtual formats. Some educators encountered challenges in effectively translating hands-on activities into virtual experiences, impacting the quality and depth of instruction. The adjustment to new technology platforms and remote communication tools also led to a learning curve for both teachers and students, potentially impacting engagement and comprehension.

The lack of in-person assessments and laboratory evaluations contributed to difficulties in accurately assessing students' practical understanding of scientific concepts. Traditional assessment methods that involve physical experimentation and observations were not as feasible in remote settings, potentially leading to incomplete assessments of students' science proficiency.

In light of these factors, it is clear that the decline in science proficiency was multifaceted and interconnected.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Upon a comprehensive examination of the pertinent data, it is evident that the data component with the most substantial gap when compared to the state average is high-level math proficiency. This gap, while posing a significant challenge, can be attributed to several contributing factors that demand careful analysis and targeted interventions.

One of the primary factors that contributed to the gap in high-level math proficiency is the cumulative impact of foundational skill deficiencies. High-level math concepts often build upon earlier math skills, and students who struggled with foundational concepts may face challenges in comprehending more advanced topics. If students lacked a solid grasp of fundamental mathematical principles, they may struggle to engage effectively with complex mathematical reasoning required at higher levels.

Additionally, the transition to remote and hybrid learning models due to the COVID-19 pandemic had a notable impact on high-level math proficiency. The intricate nature of advanced mathematical concepts often demands direct, in-person interactions and real-time problem-solving discussions. The shift to virtual instruction, with limited opportunities for immediate clarifications and collaborative peer discussions, could have hindered students' ability to grasp intricate high-level math concepts.

Furthermore, the high-level math proficiency gap might reflect a shortage of specialized educators or resources for advanced math instruction. Schools with limited access to qualified high-level math teachers or advanced math curricular resources could struggle to adequately challenge and support students seeking to excel in these areas.

Trends observed over time indicate that the high-level math proficiency gap might have grown progressively due to the compounding effects of these factors. Without timely interventions and focused strategies, students who experience challenges in earlier math education might encounter increasing difficulties as they progress to more advanced math levels.

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

In the context of third-grade reading improvement, a thorough analysis of the data reveals a commendable increase in reading proficiency, which stands as a testament to our school's commitment to fostering literacy skills among our students. The data component that showed the most improvement pertains to the percentage of third-grade students reading at or above grade level.

Several factors have contributed to this positive trend. First and foremost, the implementation of targeted intervention strategies played a pivotal role. Recognizing that early literacy lays the foundation for academic success, we initiated a comprehensive approach to support struggling readers. This included

the introduction of personalized reading intervention programs tailored to individual student needs. These interventions encompassed one-on-one tutoring sessions, small-group guided reading activities, and the incorporation of evidence-based literacy strategies into the curriculum.

Moreover, teacher collaboration and professional development have been integral in driving this improvement. Our educators underwent specialized training focused on early literacy instruction, phonics strategies, and fostering a love for reading. Equipped with these enhanced teaching techniques, teachers effectively addressed diverse learning styles and provided differentiated support to students requiring additional assistance.

Parental involvement has also been a cornerstone of our strategy. We recognized the significance of creating a cohesive home-school partnership to reinforce reading skills outside the classroom. Through workshops, resources, and regular communication, we empowered parents to actively engage in their children's reading journey at home. This collaboration fostered a nurturing environment that nurtured a culture of reading.

The implementation of technology-assisted learning tools further contributed to the improvement. Digital platforms provided interactive reading experiences, allowing students to engage with texts in diverse ways. These tools not only catered to varying learning preferences but also made reading enjoyable and accessible.

To ensure continuous progress, our School Improvement Plan (SIP) outlines a series of new actions targeted at sustaining and amplifying these gains in third-grade reading:

Data-Driven Refinement: Regular analysis of reading assessment data will guide instructional adjustments, enabling us to identify specific areas where students still face challenges.

Expanded Intervention Programs: Building upon the success of existing intervention strategies, we are expanding these programs to reach more students and providing more intensive support to those who need it.

Literacy-Rich Environment: We are transforming our learning spaces to be literacy-rich, with well-stocked classroom libraries, reading nooks, and engaging displays to immerse students in a print-rich atmosphere.

Early Intervention Focus: Recognizing the importance of early intervention, we're intensifying efforts in kindergarten and first grade to ensure that students develop strong foundational reading skills from the outset.

Reading Challenges and Incentives: Implementing reading challenges and incentives to motivate students, promoting independent reading habits and a love for literature.

Collaboration and Sharing: Teachers are encouraged to collaborate, share successful practices, and collectively brainstorm strategies to continually enhance reading instruction.

Community Engagement: Collaborating with local libraries and literacy organizations to extend reading opportunities beyond the school environment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon reflecting on the EWS data from Part I, one potential area of concern that stands out is the declining trend in science proficiency among fifth-grade students over the past two years. In the most recent academic year, the percentage of fifth-grade students who achieved proficiency in science

assessments decreased by 10% compared to the previous year. This decline is concerning as it signifies a significant drop in students' ability to meet the state's academic standards in this subject.

Factors contributing to this decline could include changes in curriculum, instructional strategies, or assessment formats that may not effectively address the diverse learning needs of our fifth-grade students. Additionally, limited access to hands-on, inquiry-based science experiences due to various challenges, such as the transition to remote or hybrid learning, could have impacted students' grasp of scientific concepts and practical applications.

Another potential area of concern is the persistent achievement gap in reading proficiency between students with disabilities (SWD) and their general education peers. The data indicates that SWD achieved a proficiency rate of 52%, whereas general education students achieved a rate of 68%, resulting in a 16% gap. This gap raises concerns about the effectiveness of our strategies to support students with disabilities and ensure equitable educational opportunities.

Factors contributing to this achievement gap could include the need for more targeted interventions and accommodations to address the diverse learning needs of SWD. It's possible that the existing instructional methods and resources may not be fully meeting the unique requirements of students with disabilities. Additionally, fostering greater collaboration between special education and general education teachers, as well as implementing more personalized approaches, could help bridge this gap.

In both of these potential areas of concern, data-driven analysis and a collaborative approach involving educators, administrators, and stakeholders will be crucial. By pinpointing the specific challenges and identifying effective strategies, we can proactively address these concerns to ensure that all students receive a high-quality education and have the opportunity to reach their fullest potential.

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

Closing the Achievement Gap in Reading: Given the persistent achievement gap between students with disabilities and their general education peers in reading, our highest priority is to implement targeted interventions and support mechanisms to narrow this gap. Collaborative efforts between special education and general education teachers will be crucial in designing personalized strategies that cater to the diverse learning needs of all students.

Enhancing Science Instruction in Fifth Grade: Addressing the declining trend in science proficiency among fifth-grade students is imperative. Our focus will be on revisiting the science curriculum, incorporating more hands-on and experiential learning opportunities, and providing additional resources to both teachers and students. By fostering a deeper understanding of scientific concepts, we aim to reverse the decline in science performance.

Strengthening High-Level Math Proficiency: Recognizing the gap between our students' math proficiency and the state average, particularly in high-level math, we will prioritize comprehensive strategies to enhance math instruction. This will involve curriculum enhancements, teacher professional development, and the integration of practical problem-solving techniques to improve students' math skills and confidence.

Expanding Reading Interventions for Third Grade: Acknowledging the importance of early literacy skills, we will intensify our efforts to improve reading proficiency in the third grade. This includes targeted reading interventions, personalized support for struggling readers, and collaboration with families to create a supportive reading environment at home. Our goal is to ensure that all third-grade students are equipped with strong reading foundations.

Data-Driven Professional Development: To address various areas of concern, we will prioritize comprehensive professional development for teachers. This will focus on data analysis skills, differentiated instruction techniques, and strategies to support diverse learners effectively. By empowering educators with these tools, we aim to create a more responsive and impactful learning environment.

Each of these priorities aligns with our commitment to fostering an inclusive and academically rigorous learning environment. By addressing these key areas, we aim to drive positive changes that will benefit all students, promote equitable opportunities, and enhance overall academic achievement.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In our drive for continuous improvement and student success, we've recognized a crucial focus in our School Improvement Plan: enhancing reading skills, particularly within the Black Subgroup. Our commitment to fostering a positive culture and environment compels us to address the unique needs of all subgroups, particularly when it comes to academic achievement. Our data analysis has pinpointed a performance gap within the Black Subgroup, specifically in reading skills. We firmly believe that a robust and supportive learning atmosphere is key to addressing this challenge.

To address this, we're adopting a multifaceted approach in line with our Positive Culture and Environment focus. Targeted support will be provided through specialized reading intervention programs tailored to the Black Subgroup's distinct learning needs. These programs will be reinforced by culturally responsive materials, ensuring content resonates personally with students. We're also committed to representation and inclusivity, aiming to diversify our curriculum with literature that reflects various perspectives, including those relevant to the Black Subgroup's experiences.

Furthermore, inclusivity and belonging are paramount. Our educators will undergo cultural competency training, fostering a more empathetic classroom environment. This training will enable teachers to create safe spaces for open discussions about reading challenges, learning preferences, and cultural considerations. In addition, we're establishing mentorship programs connecting Black Subgroup students with supportive role models, guiding and inspiring them on their academic journey.

By addressing reading skills within the Black Subgroup through our Positive Culture and Environment focus, we're confident in bridging the performance gap and cultivating an educational environment that empowers every student to excel. Our dedication to this effort is unwavering, and we anticipate the positive impact it will have on students' academic growth and overall well-being.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the academic year, the Black Subgroup's reading proficiency, as measured by standardized reading assessment scores, will demonstrate a minimum increase of 15% compared to the baseline assessment conducted at the beginning of the year. This objective outcome will provide a quantifiable measure of the effectiveness of our interventions and instructional strategies in improving the reading skills of the Black Subgroup students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Baseline Assessment: At the year's start, a baseline reading assessment will measure the initial proficiency of Black Subgroup students.

Regular Progress Monitoring: Throughout the year, scheduled assessments track individual and group reading proficiency. Data collected helps spot trends and areas for improvement.

Data Analysis: Assessment data is analyzed to gauge the percentage rise in reading proficiency among Black Subgroup students.

Measurable Outcome Comparison: Data from regular assessments is matched against the school improvement plan's target: a 15% minimum rise in reading scores.

Adjustments and Interventions: If data suggests outcomes are off-target, interventions are reviewed and adapted. Approaches could be modified, curricula adjusted, or additional support offered based on data findings.

Stakeholder Engagement: Ongoing communication with teachers, parents, and students ensures collaboration and transparency.

Documentation and Reporting: All data, analyses, and changes are documented for records. Progress reports are shared with stakeholders to highlight advancements and alterations.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small Group Instruction

Assessment and Grouping: After diagnostic reading assessments, students are grouped into small cohorts based on their reading levels and needs.

Targeted Instruction: Teachers tailor lessons to each group's needs, covering phonics, fluency, vocabulary, and comprehension.

Differentiated Texts: Students read challenging texts suited to their levels, fostering specific reading skills practice.

Teacher Support: Teachers offer personalized guidance, feedback, and scaffolding to enhance individual reading skills.

Discussion and Interaction: Guided reading includes interactive text discussions, boosting comprehension and critical thinking.

Progress Monitoring: Continuous assessments track student progress, aiding adjustments to instruction and group setups as reading skills improve.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for choosing the evidence-based "Small-Group Guided Reading Instruction" intervention for improving reading skills within the Black Subgroup is grounded in educational research and tailored student needs.

Differentiated Instruction: The approach enables customized teaching based on diverse reading levels within the Black Subgroup. Tailored instruction addresses specific needs, such as decoding, fluency, vocabulary, and comprehension, vital for students with varying reading abilities.

Personalized Support: In small groups, students benefit from personalized instruction and guidance. This close interaction helps teachers identify individual strengths and areas for improvement, promoting more effective skill enhancement.

Data-Driven Approach: Research supports the evidence-based nature of this intervention, showing its positive impact on reading outcomes. Monitoring progress through assessments informs informed

decisions on instruction adjustments, group dynamics, and targeted interventions.

Measurable Outcomes: This intervention lends itself to quantifiable outcomes. Tracking group and individual progress provides concrete data on enhanced reading skills, aligning with our emphasis on data-based, objective goals.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Assessment and Grouping:

Administer diagnostic reading assessments to determine students' current reading levels and needs. Group students into small cohorts with similar reading abilities to facilitate targeted instruction.

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

By When: May 2024

Curriculum Design and Differentiated Texts:

Develop a curriculum that addresses phonics, fluency, vocabulary, and comprehension skills. Select reading materials that match the diverse reading levels within each small group.

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

By When: May 2024

Teacher Training and Support:

Provide professional development to teachers on the principles and strategies of guided reading instruction.

Equip teachers with tools to tailor instruction to individual group needs and provide effective support.

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

By When: May 2024

Guided Reading Sessions:

Conduct regular guided reading sessions with small groups, focusing on targeted skills and objectives. Engage students in discussions about the texts, encouraging critical thinking and comprehension.

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

By When: May 2024

Progress Monitoring and Data Analysis:

Administer ongoing assessments to track students' reading progress and growth.

Analyze assessment data to identify trends, strengths, and areas needing improvement.

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

By When: May 2024

Instructional Adjustments:

Use assessment data to make informed instructional adjustments, tailoring strategies to address specific challenges.

Modify curriculum materials and teaching methods as needed based on student performance.

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

By When: May 2024

Parent and Community Engagement:

Communicate with parents and guardians about the guided reading approach and their child's progress. Involve the community in supporting students' reading skills through initiatives like book drives or reading events.

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

By When: May 2024

Peer Collaboration and Discussion:

Encourage students to engage in discussions and peer collaboration during guided reading sessions. Foster an environment where students learn from each other's insights and perspectives.

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

By When: May 2024

Continuous Evaluation and Improvement:

Regularly review the effectiveness of the guided reading intervention based on data analysis. Collaborate with teachers, staff, and stakeholders to refine strategies and enhance outcomes.

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

By When: May 2024

Documentation and Reporting:

Document assessment results, instructional adjustments, and progress over time. Share progress reports with teachers, parents, and stakeholders to maintain transparency and engagement.

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

By When: May 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive Culture and Environment: Improving Attendance

As we prioritize creating a positive culture and environment conducive to student success, we recognize the critical role that attendance plays in fostering a thriving educational community. In alignment with our commitment to providing a supportive atmosphere for all students, and adhering to the requirements of ATSI or TSI designations, we are addressing attendance concerns as a key area of focus. By targeting identified low-performing subgroups within this initiative, including the Black Subgroup, we aim to enhance our overall school environment and promote academic achievement.

Rationale:

Attendance is not just a measure of student presence, but a reflection of their engagement, connection, and investment in their education. Through a comprehensive review of attendance data, we have identified a discrepancy in attendance rates, particularly within the Black Subgroup. This disparity indicates an urgent need to address attendance challenges and create an inclusive environment where all students feel valued and motivated to attend school regularly.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the culmination of the academic year, the school aims to reduce the number of students with 18 absences or more, as compared to the data from the 2023-2024 academic year. This specific outcome serves as a measurable indicator of the success of our attendance improvement efforts in cultivating a positive culture and environment for the entire student population.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring: Ensuring Improved Attendance

To reduce the number of students with 18 or more absences compared to the 2023-2024 academic year, a thorough monitoring approach will be in place. This systematic process will provide ongoing insights into our progress, ensuring effective efforts aligned with fostering a positive culture and environment.

Data Collection and Baseline Assessment: We'll start by gathering attendance data from the previous academic year (2023-2024) to establish a baseline count of students with 18 or more absences.

Regular Attendance Tracking: Throughout the year, consistent attendance recording will capture each student's presence or absence, providing real-time attendance trends.

Comparison to Baseline Data: Regularly comparing current attendance data to the baseline from 2023-2024 will gauge progress and guide strategy adjustments.

Intervention Analysis: We'll assess the effectiveness of interventions to improve attendance, fine-tuning strategies based on impact.

Early Warning System: A proactive system will identify students at risk of exceeding 18 absences, allowing timely interventions.

Collaboration and Engagement: Close collaboration with educators, counselors, parents, and stakeholders will address attendance barriers and provide support.

Progress Reporting: Periodic progress reports will share the count of students exceeding 18 absences and any trends, maintaining transparency.

Adaptation and Continuous Improvement: Strategies will be refined based on data and intervention analysis to respond to challenges.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our evidence-based intervention for improving attendance is a multifaceted approach built on proven strategies that have shown positive outcomes in enhancing student attendance rates. This intervention aligns with our commitment to creating a positive culture and environment while addressing attendance challenges for all students, including identified subgroups.

Components of the Intervention:

Early Warning System: Implement an automated attendance monitoring system that identifies students with a rising number of absences. This system will alert school staff and parents, enabling timely interventions to prevent excessive absenteeism.

Positive Reinforcement Campaigns: Launch engaging campaigns to celebrate good attendance and punctuality. Recognize students and classes with consistent attendance, creating a culture where attendance is valued and rewarded.

Parent and Community Engagement: Foster partnerships with parents and the community to emphasize the importance of regular attendance. Conduct workshops, meetings, and information sessions to address attendance barriers and offer solutions.

Mentorship and Support Programs: Pair at-risk students with mentors who provide guidance, encouragement, and support. These mentors can offer a listening ear and help address challenges that may be affecting attendance.

Attendance Contracts: Collaborate with students and parents to develop attendance contracts that outline attendance expectations, rewards, and consequences. These contracts provide a clear framework and accountability.

Attendance Tracking and Reporting: Implement a user-friendly digital platform where students, parents, and teachers can track attendance and receive real-time updates. Regular attendance reports will be shared with parents to foster collaboration.

Social-Emotional Learning Integration: Integrate social-emotional learning activities into the curriculum to address emotional and psychological factors affecting attendance. Create a safe, supportive environment where students feel motivated to attend school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These evidence-based strategies are rooted in educational research and successful implementations across various schools and districts. Studies have shown that early warning systems, positive reinforcement, parent engagement, mentorship, and attendance contracts contribute to improved attendance rates. By combining these strategies, we aim to create a comprehensive approach that addresses attendance challenges holistically and contributes to a positive school culture.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Early Warning System Implementation:

Identify a suitable automated attendance monitoring system.

Configure the system to detect rising absence patterns.

Train school staff to interpret and act on alerts promptly.

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

By When: May 2024

Positive Reinforcement Campaigns:

Design engaging campaigns that emphasize the importance of regular attendance.

Develop a rewards system for students and classes with consistent attendance.

Collaborate with teachers to integrate campaign activities into the curriculum.

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

By When: May 2024

Parent and Community Engagement:

Organize workshops and informational sessions on attendance benefits and solutions.

Create communication channels for parents to address attendance concerns and seek support.

Establish partnerships with community organizations to promote attendance awareness.

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

By When: May 2024

Mentorship and Support Programs:

Identify suitable mentors among staff, parents, or community members.

Match mentors with at-risk students based on compatibility and needs.

Develop guidelines for mentor-student interactions and regular check-ins.

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

By When: May 2024

Attendance Contracts Creation:

Collaborate with parents, students, and teachers to develop personalized attendance contracts.

Outline expectations, rewards for consistent attendance, and consequences for excessive absences. Ensure contracts are clearly communicated and understood by all parties.

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

By When: May 2024

Attendance Tracking and Reporting Platform:

Select a user-friendly digital platform for real-time attendance tracking.

Provide training to students, parents, and teachers on using the platform effectively.

Generate regular attendance reports for parents and stakeholders to review.

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

By When: May 2024

Social-Emotional Learning Integration:

Identify suitable social-emotional learning activities and resources.

Collaborate with teachers to seamlessly integrate these activities into the curriculum.

Monitor student engagement and well-being to gauge the effectiveness of the integration.

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

By When: May 2024

Progress Monitoring and Evaluation:

Regularly review attendance data and patterns to assess the impact of interventions.

Collect feedback from students, parents, and mentors to evaluate the effectiveness of the strategies.

Analyze the outcomes of positive reinforcement campaigns and mentorship programs.

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

By When: May 2024

Adaptation and Refinement:

Based on data analysis and feedback, make necessary adjustments to strategies.

Fine-tune interventions to address emerging challenges and capitalize on successful approaches.

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

By When: May 2024

Communication and Reporting:

Communicate regularly with parents, teachers, and stakeholders about the progress of the intervention.

Share success stories, campaign outcomes, and improvements in attendance rates.

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

By When: May 2024

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Victory Charter School is taking comprehensive steps to enhance reading proficiency among students in grades 3 to 5. This targeted effort is driven by a thorough analysis of data from the Spring FAST assessment, revealing a significant number of students performing below expected reading levels (Level 1 and Level 2). Our objective is to narrow the achievement gap by addressing these challenges and ensuring equal learning opportunities for all.

Recognizing the pivotal role of proficient reading across all subjects, Victory Charter School aims to create an inclusive academic environment. Struggling readers often face obstacles in comprehending texts and engaging in classroom discussions, hindering overall performance. By proactively addressing these issues, we intend to foster comprehensive academic growth.

To achieve our goals, we're committed to evidence-based strategies. Specialized paraprofessionals have been hired across grade bands to provide targeted small-group instruction in both ELA and Math. Additionally, an instructional coach will offer crucial support to teachers and paraprofessionals, maintaining a strong focus on students with potential learning gains, particularly those in the lowest 25th percentile.

In alignment with our evidence-based approach, we're implementing the Wit & Wisdom curriculum and Lexia with fidelity. These proven methods have a track record of improving reading skills and outcomes for struggling readers.

Furthermore, we're empowering our educators by providing a stipend for attending B.E.S.T Standards PLC, ensuring they have the necessary tools to excel. This, coupled with our emphasis on professional development, will equip teachers to deliver high-quality instruction effectively.

Victory Charter School's multifaceted approach to enhancing reading proficiency reflects our commitment to fostering academic success, bridging achievement gaps, and creating an inclusive learning environment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the academic year, 60% of students in grades 3 to 5 at Victory Charter School will demonstrate a measurable improvement in their reading proficiency, as evidenced by an increase of at least one achievement level in their reading assessments in 2024 compared to their baseline scores in 2023 or achieve a learning gain by improving one bucket in the achievement level 1 or 2 category. This improvement will be measured using standardized reading assessments (FAST), and the data will be analyzed to track individual student progress and overall achievement in reading. The goal is to ensure that most students show substantial growth in their reading skills, contributing to a higher reading performance school-wide. Progress toward this objective will be monitored quarterly, and appropriate interventions and support will be provided to students as needed to ensure their success in reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The following monitoring strategies will be employed:

Baseline Assessment: At the beginning of the academic year, a baseline assessment will be administered

to all students in grades 3 to 5 to establish their initial reading proficiency levels.

Progress Tracking: Throughout the year, students' reading performance will be monitored through quarterly formative assessments and benchmark tests.

Data Analysis: The School Improvement Team will analyze the assessment data to identify trends, patterns, and areas of concern. The School Improvement Team will conduct periodic data review meetings to discuss progress.

Intervention Strategies: Based on the data analysis, targeted intervention strategies will be developed and implemented to support students not on track to meet the desired improvement goal.

Mid-Year and End-of-Year Review: Mid-year and end-of-year reviews will assess the overall progress toward the objective and determine if adjustments are needed for the following academic year.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention implemented by the ELA Teachers and highly qualified paraprofessionals during their MTSS period to provide MTSS Tier 2 and 3 support is the Lexia program for level 1 and 2 students. Lexia is a research-proven reading intervention program that significantly improving reading skills and outcomes for struggling readers. Lexia is designed to meet the needs of students reading below grade level and require intensive support to accelerate their reading progress while increasing their Lexile level. The curriculum employs adaptive technology, engaging literature, and teacher-led instruction to create a personalized learning experience for each student.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing the Lexia Curriculum during Tier 2-3 MTSS time aims to provide targeted and evidence-based instruction to students identified for MTSS Tier 2 and Tier 3 support, as well as finding quality paraprofessionals that will assist in the intervention of those selected scholars needing the additional intervention.

The intervention is aligned with the school's focus on evidence-based practices to improve reading outcomes for struggling students, as required. Using LEXIA as an evidence-based intervention demonstrates the school's commitment to meeting the diverse needs of all students and fostering their reading success. Paraprofessionals will receive strong professional development to ensure the understanding of the program with fidelity for successful implementation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Allocate resources for the recruitment of qualified four paraprofessionals, dedicated to offering targeted small group interventions, ensuring that K-5 learners who are facing academic challenges receive the tailored support necessary for optimal learning outcomes.

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

By When: May 2024

Invest in the integration of the 'Foundations' phonics program for grades K-3, emphasizing foundational reading and spelling skills. This implementation aims to strengthen early literacy development, ensuring that all students have a robust base in phonemic awareness and phonics, positioning them for academic success in subsequent grade levels

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

By When: May 2024

Allocate funds for the acquisition and integration of the 'Write Score' writing program. This initiative aims to bolster students' writing proficiency across all grade levels. By utilizing 'Write Score', we aim to provide structured feedback, assessment, and instructional resources, thereby driving consistent improvement in students' writing abilities and ensuring they meet or exceed grade-level writing standards

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

By When: May 2024

Prioritize the investment in the 'Lexia' program specifically tailored for Tier 2 and Tier 3 reading intervention. Our commitment to this initiative underscores our dedication to supporting students requiring more intensive reading interventions. By harnessing the power of 'Lexia', we aim to deliver personalized learning paths, enabling students at these tiers to make significant strides in their reading capabilities, ensuring no child is left behind in their literacy journey.

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

By When: May 2024

Dedicate resources for the procurement and implementation of the 'iStation' program across grades K-5. This strategic move underscores our commitment to enhancing reading instruction and intervention. By leveraging 'iStation', we aim to provide adaptive curriculum, personalized instruction, and actionable assessment, ensuring a comprehensive reading growth trajectory for every student throughout their elementary years.

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

By When: May 2024

Commit funds and resources for the introduction and application of the 'Wit and Wisdom ELA' program across grades K-5. This pivotal initiative reflects our dedication to enriching literacy instruction. Through the structured and comprehensive approach of 'Wit and Wisdom ELA', we aim to immerse students in a rich tapestry of literature, fostering deep comprehension, critical thinking, and a genuine love for reading, setting the foundation for lifelong literacy success.

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

By When: May 2024

Allocate resources for the appointment of a dedicated Instructional Coach for our institution. This strategic initiative underscores our commitment to uplifting instructional excellence and student achievement across all subjects and grade levels. The Instructional Coach will partner with teachers to enhance pedagogical strategies, harness data-informed decision-making, and cultivate a dynamic learning environment, ensuring that every student benefits from best practices in contemporary education.

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

By When: May 2024

Commit to facilitating Professional Learning Communities (PLCs) for our educators, comprised of one and a half hour sessions, accumulating to a comprehensive 25 hours of collaborative learning. This initiative stands as a testament to our dedication to continuous professional development and collective efficacy. Through these PLCs, teachers will collaboratively dissect student data, share best practices, refine instructional strategies, and bolster a culture of shared responsibility, ensuring that our pedagogical approaches are always evolving in the best interest of student achievement

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

By When: May 2024

Recruit Learning Lab Teacher for Tier 3 MTSS services: Collaborate with HR, define responsibilities, and onboard qualified candidate for personalized student support.

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

By When: May 2024

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Area of Focus for Victory Charter School is improving grades 3rd to 5th math proficiency. The objective is to address the math challenges students identified at Levels 1 and 2 based on their math assessment scores. The school aims to implement evidence-based interventions to provide targeted support and instruction, ensuring that all students have the opportunity to enhance their math skills and achieve academic success.

Rationale:

Identifying the Area of Focus to improve math proficiency for students in grades 3rd to 5th was derived from a thorough review and analysis of data collected from math assessment scores. The data revealed that many students performed at Levels 1 and 2 in math, indicating they were below the expected grade-level proficiency. This data-driven analysis highlighted a pressing need to address the math challenges faced by these students to bridge the achievement gap and promote equitable learning opportunities.

Additionally, the school recognized the fundamental importance of math proficiency as a critical skill for academic success in various disciplines and real-world applications. Students who struggle with math may struggle with problem-solving, critical thinking, and analyzing quantitative information. By proactively addressing these math difficulties, the school aims to improve overall academic performance and foster a positive learning environment for all students.

To ensure the effectiveness of the intervention, Victory Charter School will prioritize evidence-based practices and interventions. The decision was to hire an instructional coach specializing in Math to help provide professional development to teachers in the content area of Math. The instructional coach will work with the teachers to ensure that all staff members utilize Khan Academy/I-Station as the primary source of interventions rooted in the success demonstrated by these strategies in improving math skills and outcomes for struggling math learners. Implementing adaptive and personalized learning through Khan Academy and I-Station will enable students to progress at their own pace and receive individualized support in areas where they need it most.

Victory Charter School seeks to empower students with strong math skills by improving math proficiency, enabling them to approach mathematical concepts confidently and successfully. The ultimate goal is to equip students with essential math skills to enhance their academic performance and prepare them for future educational and professional pursuits in an increasingly data-driven and technologically advanced world.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the school year, 60% of students in grades 3rd to 5th at Victory Charter School will demonstrate measurable improvement in their math proficiency, as evidenced by one achievement level increase in their 2024 FAST math assessment scores compared to their baseline scores in Spring 2023 or improvement by one bucket in the level 1 and 2 achievement levels. This improvement will be measured using standardized math assessments, and the data will be analyzed to track individual student progress and overall achievement in math. The goal is to ensure that most students grow their math skills substantially, contributing to higher math performance. Progress toward this objective will be monitored regularly, and appropriate interventions and support will be provided to students as needed to ensure their success in math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The progress toward the measurable math objective will be carefully monitored throughout the school year to ensure students' continuous improvement. Regular formative assessments, benchmark tests, and standardized math assessments will be administered to gauge individual and group progress. The data collected will be analyzed to identify areas of concern and to inform instructional decisions. The School Improvement Team and relevant stakeholders will conduct data review meetings to assess the overall progress toward the objective and make any necessary adjustments to intervention strategies. Teachers will receive ongoing support and professional development to enhance their expertise in effective math instruction. Parental involvement will be encouraged through regular updates and progress reports, fostering a collaborative approach to support students' math development at home. By employing these monitoring strategies, Victory Charter School aims to maintain a data-driven approach to ensure students' growth in math proficiency, ultimately leading to improved academic outcomes for students.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In addressing our specified Area of Focus, we have strategically chosen to implement a multifaceted, evidence-based intervention strategy by harnessing the capabilities of Khan Academy, i-Station, and the core supplemental materials from the program book "Big Ideas" targeting foundational skills.

Khan Academy has been recognized as a research-endorsed online platform, providing students with personalized and adaptive learning experiences. It crafts a unique learning trajectory for each student based on their needs, employing adaptive technology to spotlight areas that need improvement. By offering dedicated content through interactive video lessons and practice exercises, students are not only introduced to core mathematical concepts but are also encouraged to progress at their individual pace. The real-time feedback and progress tracking embedded in Khan Academy ensure that educators remain informed and can intervene promptly, guiding students through their academic journey.

On the other hand, i-Station is a thoroughly research-backed math program, grounded in the National Research Council's framework for mathematical proficiency. This program ensures students are exposed to high-quality instruction, steeped in proven educational standards. With its ready-to-implement math lessons and tools, i-Station facilitates an enriched learning experience for students.

Adding depth to our intervention approach, the "Big Ideas" program book delivers core supplemental materials designed specifically to bolster foundational skills. The integration of "Big Ideas" ensures that students have a solid grounding in the foundational principles of mathematics, setting them up for success in more advanced topics.

In summary, our tripartite evidence-based intervention, combining Khan Academy, i-Station, and "Big Ideas," is intricately crafted to meet the diverse learning needs of our students. Through this approach, we aim to provide them with a comprehensive, well-rounded mathematical education, ensuring they are well-equipped to tackle future challenges.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The call for evidence-based intervention in education is ever-growing, grounded in the desire to provide students with the most effective, research-driven instructional practices. Intervening early and accurately is paramount to ensuring students at Levels 1 and 2 not only catch up to their peers but also develop a strong foundation and love for the subject. The choice of Khan Academy and i-Station for this strategy is

rooted in several key reasons:

Personalized and Adaptive Learning:

Both Khan Academy and i-Station are designed with the modern learner in mind. With the influx of information and resources available today, it's crucial to have a platform that can cater to the specific needs of each student. Through their adaptive technologies, both platforms identify areas of improvement and create tailored learning paths. This ensures that the student isn't just learning but is learning what's most relevant and necessary for them.

Research-Driven:

An evidence-based approach implies that the methods have been scrutinized, tested, and found effective. Khan Academy's methodology, with its interactive lessons and continual assessments, aligns with best practices in educational pedagogy. I-Station's approach is similarly rooted in comprehensive research, with its content and tools developed based on the National Research Council's framework.

MTSS Alignment:

The Multi-Tiered System of Supports (MTSS) is designed to identify and support students who may be struggling academically or behaviorally. The platforms' inherent design, with diagnostic tools and progress-tracking features, complements the MTSS model. They facilitate the easy identification of students who need support and the nature of that support.

Holistic Approach:

Beyond just content delivery, both platforms provide a holistic approach to learning. This includes real-time feedback, allowing students to understand their mistakes immediately and learn from them. The platforms also empower educators with the tools and data necessary to step in, provide additional guidance, and adapt their teaching methods accordingly.

Preparation for the Future:

As we progress into an increasingly digital age, becoming proficient with online learning platforms will be a vital skill for students. By integrating platforms like Khan Academy and i-Station now, we're not only providing effective math instruction but also equipping our students with the skills they'll need in higher education and beyond.

In conclusion, for students at Levels 1 and 2, the combination of targeted support, evidence-based practices, and modern, user-friendly platforms like Khan Academy and i-Station provides an optimal learning environment. Implementing these platforms during the MTSS block ensures that students receive the tailored, focused support they need, setting them up for success in both their current studies and future endeavors.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement Eureka 'Great Minds' Math K-5, providing training for teachers, securing materials, and engaging parents for enhanced student math proficiency.

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

By When: May 2024

Integrate the "Big Ideas" Book Program K-5 to strengthen foundational math skills, foster deeper understanding, and enhance problem-solving capabilities.

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

By When: May 2024

Implement iStation K-5 to enhance reading skills, monitor progress, and offer personalized learning paths for improved literacy outcomes.

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

By When: May 2024

Utilize Khan Academy K-5 for adaptive, personalized math instruction and continuous progress tracking, enhancing student mastery and engagement.

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

By When: May 2024

Hire paraprofessionals to provide targeted assistance to struggling learners, enhancing academic support and promoting student success.

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

By When: May 2024

Establish and sustain PLCs to foster collaborative teacher growth, share best practices, and drive continuous instructional improvement.

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

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs is a critical aspect of our commitment to address the unique challenges faced by our school, particularly as identified under the ATSI (Additional Targeted Support and Improvement), TSI (Targeted Support and Improvement), and CSI (Comprehensive Support and Improvement) designations. Our approach to resource allocation involves a systematic and data-driven process to maximize the impact of the allocated funds in supporting our school improvement goals.

Data Analysis and Identification of Needs:

We begin by analyzing a variety of data sources, including student performance data, demographic information, and other relevant indicators.

The identification of specific areas of need is informed by a thorough examination of data trends, achievement gaps, and student subgroup performance.

Prioritization of Interventions and Activities:

Based on the data analysis, we prioritize interventions and activities that directly address the identified needs. We align interventions with the focus areas outlined in our School Improvement Plan (SIP), ensuring a coherent and strategic approach to resource allocation.

Resource Assessment and Allocation:

A comprehensive assessment of available resources, including funding, personnel, and external support, is conducted.

The assessment considers both internal resources within the school and any additional resources that may be provided by external partners or organizations.

Consultation and Collaboration:

We engage in collaborative discussions with key stakeholders, including school leadership, teachers, parents, and community partners.

These discussions aim to gather insights and perspectives on the most effective ways to allocate resources and implement interventions.

Alignment with Evidence-Based Practices:

We prioritize evidence-based practices and interventions that have demonstrated success in improving student outcomes.

Interventions are selected based on research and data-driven evidence of their effectiveness.

Continuous Monitoring and Adjustment:

We establish a system for continuous monitoring of the implemented interventions and activities.

Regular data reviews and progress assessments allow us to determine the efficacy of the interventions and make necessary adjustments as needed.

Transparency and Accountability:

We maintain transparency in resource allocation decisions and ensure that all stakeholders are informed about the interventions being implemented.

The accountability for resource allocation and its impact on student achievement is a shared responsibility among school leadership and staff.

Documentation and Reporting:

We maintain detailed documentation of the resource allocation process, including the rationale behind each decision and the expected outcomes.

Reporting mechanisms are established to communicate progress and outcomes to stakeholders and relevant authorities.

By following this comprehensive process, we ensure that our school improvement funding allocations are strategically targeted to address the needs of our students and promote positive academic outcomes. Our commitment to evidence-based practices, collaboration, and continuous improvement drives our resource allocation decisions, ultimately contributing to the success and growth of our school community.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

In Grades K-2, fostering strong foundational reading and language arts skills is essential for setting the stage for academic success. To enhance these skills, we will implement a comprehensive instructional practice that integrates research-backed strategies and student-centered approaches. This approach aligns with our commitment to creating a positive culture and environment that supports learning.

Components of the Instructional Practice:

Phonemic Awareness and Phonics:

Implement daily activities that focus on phonemic awareness, teaching students to recognize and manipulate individual sounds in words.

Integrate systematic phonics instruction to help students decode and encode words, building essential reading skills.

Interactive Read-Alouds:

Conduct interactive read-aloud sessions to expose students to rich and diverse texts.

Engage students in discussions about the story, characters, plot, and vocabulary, promoting comprehension skills.

Guided Reading Groups:

Form small guided reading groups based on reading levels.

Provide targeted instruction that matches students' abilities, focusing on fluency, vocabulary, and comprehension.

Scaffolded Writing Activities:

Incorporate writing activities that correspond to the texts read.

Guide students through the writing process, from pre-writing to editing, promoting language development.

Vocabulary Development:

Introduce new vocabulary words through context-rich experiences.

Incorporate activities that encourage students to use new words in meaningful contexts.

Literacy Centers:

Set up literacy centers with engaging activities that reinforce reading and language skills.
Rotate students through centers that promote phonics practice, word recognition, and comprehension.
Differentiated Instruction:

Recognize and address individual learning needs within the classroom.
Provide varying levels of support and challenge through flexible grouping and tailored activities.
Home-School Connection:

Communicate with parents about the instructional focus and provide resources for continued learning at home.
Encourage daily reading and engagement in literacy-related activities.
Rationale for the Instructional Practice:

Research underscores the significance of early reading and language development in Grades K-2. A balanced approach that combines foundational skills, meaningful engagement with texts, and differentiated instruction caters to diverse learning styles and paves the way for proficient readers.

Expected Impact:

By implementing this instructional practice, we anticipate significant growth in students' reading and language skills. The integrated approach will help students develop strong phonemic awareness, decoding abilities, vocabulary, and comprehension skills. As a result, students will be better equipped to tackle more complex texts, leading to increased confidence and overall academic achievement. This approach supports our overarching goal of creating a positive culture and environment that fosters a love for reading and learning.

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

Instructional Practice for Reading/ELA in Grades 3-5

In Grades 3-5, nurturing advanced reading and language arts skills is crucial for students' continued academic growth. Our instructional practice is designed to cultivate higher-level reading comprehension, critical thinking, and effective communication skills. This approach aligns with our commitment to fostering a positive culture and environment that supports students' holistic development.

Key Components of the Instructional Practice:

Close Reading Strategies:

Teach students to engage in close reading of complex texts, focusing on deeper understanding and analysis.
Encourage annotation, highlighting key details, and generating questions to enhance comprehension.
Literature Circles:

Organize literature circles where students read and discuss texts in small groups.
Encourage peer-led discussions, fostering diverse interpretations and critical thinking.
Textual Analysis and Evidence-Based Responses:

Guide students in analyzing texts for themes, character development, and literary elements.
Teach students to provide evidence-based responses to support their interpretations.
Writing for Various Purposes:

Incorporate writing assignments that require students to summarize, analyze, and reflect on texts.

Encourage students to write persuasively, narratively, and informatively, developing versatile writing skills.

Vocabulary Enrichment:

Introduce sophisticated vocabulary through challenging texts and explicit instruction.

Engage students in activities that encourage them to use new vocabulary in their writing and discussions.

Independent Reading and Response Journals:

Foster a habit of independent reading by allowing students to choose books aligned with their interests. Assign response journals where students reflect on their reading experiences, connecting with the material.

Collaborative Projects:

Assign collaborative projects that involve researching, analyzing, and presenting findings.

Encourage teamwork, critical thinking, and communication skills.

Differentiated Instruction:

Recognize diverse learning needs and provide differentiated instruction.

Offer varied reading materials and tasks to accommodate students' readiness levels.

Rationale for the Instructional Practice:

Grade 3-5 marks a critical period for refining reading and language arts skills. The instructional practice is grounded in research that supports fostering deeper comprehension, critical thinking, and effective communication. These skills are vital for academic success across all subject areas.

Expected Impact:

By implementing this instructional practice, we anticipate a notable enhancement in students' reading comprehension, analytical thinking, and writing proficiency. Students will develop the ability to critically engage with complex texts, express themselves effectively, and articulate their ideas with confidence. As a result, they will be better prepared for the challenges of upper grades and beyond. This approach echoes our overarching goal of creating a positive culture and environment that nurtures well-rounded, skilled learners.

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 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 Measurable Outcomes

In Grades K-2, our instructional efforts in reading and English language arts (ELA) are geared toward fostering foundational literacy skills and cultivating a love for learning. The following measurable outcomes will serve as indicators of our success in achieving these goals:

Phonemic Awareness Mastery: By the end of Grade 2, at least 85% of students will demonstrate proficiency in recognizing and manipulating individual sounds in words (phonemic awareness), as assessed through teacher observations and formative assessments.

Fluency Progress: Over the course of Grades K-2, there will be a minimum 20% increase in the number of students reading at or above grade-level fluency benchmarks, based on regular fluency assessments conducted throughout the academic year.

Comprehension Proficiency: By the end of Grade 2, at least 80% of students will exhibit proficiency in understanding and retelling key details from age-appropriate texts, measured through teacher assessments and oral retelling activities.

Vocabulary Expansion: Over the Grades K-2 span, there will be a demonstrable expansion in students' vocabulary, with 75% of students utilizing an increased number of advanced vocabulary words in their writing and discussions.

Independent Reading Habits: By Grade 2, a minimum of 70% of students will demonstrate a consistent habit of independent reading, evidenced by regular reading log entries and discussions about self-selected reading materials.

Parent Engagement: Throughout Grades K-2, there will be a sustained 75% or higher participation rate in parent-teacher conferences and literacy-focused workshops, indicating strong parent engagement and support in fostering students' reading and ELA skills.

These measurable outcomes reflect our commitment to nurturing foundational literacy skills, instilling a lifelong love for reading, and engaging parents in the educational journey of Grades K-2 students. Through these achievements, we strive to establish a positive culture and environment that sets a strong academic and developmental foundation for each student's future learning endeavors.

Grades 3-5 Measurable Outcomes

In Grades 3-5, our instructional focus on reading and English language arts (ELA) aims to elevate students' critical thinking abilities and communication skills. The following measurable outcomes will serve as benchmarks for our success in achieving these goals:

Textual Analysis Proficiency: By the end of Grade 5, a minimum of 85% of students will demonstrate proficiency in analyzing complex texts for themes, character development, literary elements, and main ideas, as evaluated through teacher assessments and written responses.

Evidence-Based Writing: Throughout Grades 3-5, there will be a 25% increase in the number of students consistently providing evidence-based responses in their written assignments, showcasing their ability to support their interpretations with textual evidence.

Advanced Vocabulary Usage: By Grade 5, at least 80% of students will demonstrate the integration of advanced vocabulary in their writing and discussions, expanding their word choice and language proficiency.

Independent Reading Growth: Over the Grades 3-5 continuum, a minimum of 70% of students will exhibit increased stamina and comprehension in their independent reading, as evidenced by sustained engagement with longer and more complex texts.

Literature Analysis Skills: By the end of Grade 5, at least 75% of students will consistently engage in peer-led literature circle discussions, demonstrating the ability to analyze and discuss texts at a deeper

level.

Parent-Teacher Collaboration: Throughout Grades 3-5, there will be a consistent 80% or higher participation rate in collaborative projects and activities that involve parents, showcasing strong parent-teacher collaboration in students' reading and ELA development.

These measurable outcomes reflect our commitment to nurturing advanced reading comprehension, analytical thinking, effective communication, and collaborative skills. Through achieving these benchmarks, we aim to foster a positive culture and environment where students in Grades 3-5 are equipped with the skills they need for academic success and continued personal growth.

Monitoring

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 impact student achievement outcomes.

To ensure the success of our identified Area(s) of Focus and their corresponding outcomes, we will implement a robust and continuous monitoring process. This process is integral to driving student achievement and aligns with our commitment to creating a positive culture and environment that supports growth and success.

Key Monitoring Approaches:

Data Collection and Baseline Establishment: At the outset of each academic year, we will gather relevant baseline data pertaining to the specific outcomes identified for each Area of Focus. This data will serve as a starting point against which progress will be measured.

Regular Progress Assessments: Throughout the academic year, we will administer regular assessments aligned with the identified outcomes. These assessments will provide real-time data on student performance and growth.

Comparative Analysis: We will compare ongoing student performance data with the established baseline. This analysis will enable us to gauge the degree of progress and identify areas that require additional attention.

Feedback from Stakeholders: Regular feedback will be sought from teachers, students, parents, and other stakeholders. This input will provide insights into the effectiveness of strategies and interventions implemented to achieve the desired outcomes.

Adjustments and Interventions: Based on the data analysis and stakeholder feedback, we will make necessary adjustments to our approaches. Interventions that prove successful will be expanded, while those needing refinement will be modified.

Impact on Student Achievement:

Ongoing monitoring holds a direct impact on student achievement outcomes by fostering a cycle of continuous improvement. As we closely track progress, several key benefits emerge:

Data-Informed Decision-Making: Real-time data empowers us to make informed decisions about instructional strategies, interventions, and resource allocation. This ensures that our efforts are aligned with student needs and responsive to challenges.

Timely Intervention: Monitoring allows us to detect early warning signs and intervene promptly to address any performance gaps. Swift interventions prevent challenges from escalating, ensuring that students receive timely support.

Personalized Learning: Monitoring helps identify individual student strengths and areas for growth. With this knowledge, we can tailor instruction to meet the diverse needs of each student, fostering personalized learning experiences.

Teacher Professional Development: Ongoing monitoring enables us to identify effective teaching strategies and approaches. This information can guide targeted professional development opportunities for teachers to refine their instructional practices.

Transparency and Accountability: Regular reporting and communication of progress to stakeholders foster transparency and accountability. This involvement ensures that all stakeholders are aligned in supporting student achievement.

By employing a comprehensive monitoring process, we intend to drive positive change, elevate student achievement, and create a learning environment where success is not only celebrated but consistently pursued. Our dedication to ongoing monitoring underscores our commitment to nurturing growth and fostering a culture of continuous improvement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Glants, Artur, artur.glants@charter.hcps.net

Evidence-based Practices/Programs

Description:

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?

Evidence-Based Practices/Programs:

Evidence-based practices and programs in education are those that have been rigorously evaluated through research and have demonstrated a positive and statistically significant impact on student outcomes or other relevant measures. In Florida, as defined by 20 U.S.C. §7801(21)(A)(i), evidence-based practices/programs are limited to those with strong, moderate, or promising levels of evidence.

These practices/programs can vary widely based on the specific grade levels and subjects they target. Examples of evidence-based practices/programs might include:

Phonics-Based Reading Programs: For early elementary grades, evidence-based phonics programs can

be implemented to improve students' reading skills. These programs systematically teach students how to decode words by understanding the relationships between letters and sounds.

Mathematics Interventions: In lower grades, evidence-based math interventions could focus on building foundational math skills. These programs might use hands-on activities, manipulatives, and interactive approaches to help students grasp mathematical concepts.

Project-Based Learning: In middle and high school grades, project-based learning (PBL) can be implemented as an evidence-based practice. PBL engages students in in-depth, real-world projects that promote critical thinking, collaboration, and problem-solving skills.

Response to Intervention (RTI): RTI is an evidence-based approach that involves early identification and support for students who are struggling academically. It provides tiered interventions that become more intensive as needed.

Monitoring of Identified Practices/Programs:

Monitoring evidence-based practices and programs is crucial to ensure that they are being implemented effectively and producing the desired outcomes. Here's how monitoring might take place:

Data Collection: Schools collect data on student performance before and after implementing evidence-based practices. This could include standardized test scores, formative assessments, and other measures related to the targeted outcomes.

Progress Monitoring: Regular assessment of students' progress helps identify whether the implemented practices are leading to the expected improvements. This can involve frequent checks and adjustments to instructional strategies.

Teacher Training and Support: Teachers might receive professional development and ongoing support to implement evidence-based practices correctly. Monitoring could involve observing classroom instruction, providing feedback, and offering additional training if needed.

Data Analysis: School administrators and educators analyze collected data to determine the effectiveness of the practices/programs. If positive effects are observed, the practices are continued; if not, adjustments might be made.

Continuous Improvement: Monitoring doesn't stop at implementation. Schools and districts continually review data, gather feedback from teachers, students, and parents, and refine practices to enhance their impact.

Research and Evaluation: Districts might collaborate with educational researchers to conduct studies evaluating the impact of evidence-based practices. These evaluations contribute to the overall body of knowledge on effective educational strategies.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting evidence-based practices or programs in education is rooted in the desire to improve student outcomes and address specific needs within the educational system. The goal is to implement strategies that have a demonstrated track record of effectiveness in improving student learning, closing achievement gaps, and enhancing overall educational quality. When selecting such practices/programs, educational institutions consider a variety of resources and criteria to ensure they are making informed decisions.

Resources/Criteria for Selection:

Research and Studies: Educational research studies play a crucial role in identifying evidence-based practices. Institutions review academic literature, meta-analyses, and systematic reviews to determine which practices have shown statistically significant positive effects on student outcomes.

National and State Guidelines: Educational policies and guidelines at the national and state levels often recommend or require the use of specific evidence-based practices. These guidelines help educational institutions align their strategies with established standards.

Expert Recommendations: Educational experts, consultants, and practitioners in the field provide insights based on their experience and research. Their recommendations can inform the selection process.

Data Analysis: Schools and districts analyze their own student performance data to identify areas of need. Data might show specific subjects or grade levels where students are struggling, guiding the selection of relevant practices/programs.

Needs Assessment: Conducting a comprehensive needs assessment involves identifying the challenges and gaps in the current educational system. This assessment informs the selection of practices that directly address these identified needs.

Population Consideration: The practices or programs selected should be appropriate and effective for the specific target population of students. Different grade levels, learning styles, and demographic factors can influence the suitability of a practice.

Effect Size and Strength of Evidence: Practices/programs with larger effect sizes and stronger levels of evidence are more likely to be selected. The strength of evidence can vary from strong, moderate, to promising, as defined by the institution's criteria.

Addressing Identified Needs:

Evidence-based practices/programs are selected with the intention of directly addressing the identified needs within the educational system. For instance:

If a district observes low reading proficiency in early elementary grades, they might select evidence-based phonics programs to enhance reading skills.

If middle school students struggle with math concepts, an evidence-based math intervention program could be chosen to provide targeted support.

If high school graduation rates are lower than desired, dropout prevention programs with a proven record of effectiveness might be implemented.

Proven Record of Effectiveness:

The core requirement for an evidence-based practice/program is its proven record of effectiveness. Educational institutions look for practices that have undergone rigorous evaluation and demonstrated statistically significant positive impacts on student outcomes. The practices must show tangible results in improving learning, retention, or other relevant outcomes. The level of evidence, whether strong, moderate, or promising, helps institutions gauge the degree of confidence in a practice's effectiveness.

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
<p>1. Literacy Leadership:</p> <p>Action Step 1: Establish a Literacy Leadership Team</p> <p>Form a team comprising teachers, instructional coaches, and administrators with expertise in literacy instruction. Clearly define roles and responsibilities for each team member. The team will serve as advocates for literacy improvement and guide the implementation of literacy initiatives.</p> <p>Action Step 2: Develop a Comprehensive Literacy Plan</p> <p>The Literacy Leadership Team collaborates to create a detailed literacy improvement plan. The plan includes specific goals, strategies, and a timeline for enhancing literacy instruction across all grade levels. The plan aligns with evidence-based practices and instructional standards.</p>	
<p>3. Assessment:</p> <p>Action Step 1: Implement Formative Assessments</p> <p>Introduce regular formative assessments to gauge student progress and identify areas of improvement. Formative assessments are aligned with literacy standards and skills targeted for improvement. Teachers use assessment results to tailor instruction and provide timely interventions.</p> <p>Action Step 2: Data-Driven Instructional Adjustments</p> <p>Analyze formative assessment data to identify trends and areas of concern. Use data to differentiate instruction, grouping students based on their literacy needs. Adjust teaching strategies based on the assessment outcomes to address specific challenges.</p>	<p>Glants, Artur, artur.glants@charter.hcps.net</p>
<p>4. Professional Learning:</p> <p>Action Step 1: Develop a Professional Learning Calendar</p> <p>Create a calendar outlining ongoing professional development sessions focused on literacy instruction. Include workshops, seminars, and collaborative learning opportunities for all teachers. Sessions will cover evidence-based instructional practices, assessment techniques, and literacy strategies.</p> <p>Action Step 2: Embed Professional Learning in Practice</p> <p>Ensure that professional development aligns with classroom instruction and literacy goals. Encourage teachers to apply new strategies and techniques immediately in their classrooms. Provide follow-up support and reflection opportunities to reinforce learning from professional development.</p>	

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes