

Polk County Public Schools

Victory Ridge Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Victory Ridge Academy

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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.

The mission of Victory Ridge Academy is to provide children and adolescents with exceptional needs intensive, collaborative classroom-based educational and therapeutic interventions to promote independence, academic success and community inclusion for all students.

Provide the school's vision statement.

The vision of Victory Ridge Academy is to become the blueprint for successful Preschool through Transition programs. Ultimately our goal is to assist special needs students in gaining independence in as many areas as possible. With emphasis on children with communication deficits, emotional/behavioral challenges and physical disabilities, VRA uses a unique model that combines an individualized educational program with a medical and behavioral programs to meet both the educational and therapeutic needs of the child.

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
Brown, Amy	Principal	The Principal's duties and responsibilities include management of all staff to ensure that they are fulfilling the duties and requirements of their positions; to oversee all school operations, including daily school activities Serves as the lead in all areas of the total school operation.

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 school leadership team, working with teachers, school staff and parents work together to develop a school improvement plan that focuses on the whole child to increase positive learning outcomes.

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 school leadership team will work along with the academic coach will work closely with teachers, therapists and classroom staff to determine student needs using state standards, access points benchmarks, scales and inventories. Twice a week collaboration between classroom teachers and therapists assigned to serve students in that class will review daily needs; bi-weekly meetings between teachers and academic coach to review data and update plans to support students on building bridges to close academic gaps.

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)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: UNSATISFACTORY
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	12	9	6	5	5	2	4	5	3	51
One or more suspensions	0	0	0	3	0	0	1	1	0	5
Course failure in English Language Arts (ELA)	0	15	9	3	1	0	0	0	0	28
Course failure in Math	10	14	9	0	1	0	0	0	0	34
Level 1 on statewide ELA assessment	20	18	10	0	0	0	0	0	0	48
Level 1 on statewide Math assessment	20	18	8	0	0	0	0	0	0	46
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	10	5	4	3	1	0	1	1	0	25

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	1	0	0	0	0	1
Students retained two or more times	0	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	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 FSA ELA assessment	0	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	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

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	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	0
Students retained two or more times	0	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*	25	48	53	25	51	55	29		
ELA Learning Gains				33			39		
ELA Lowest 25th Percentile				0			29		
Math Achievement*	19	49	55	19	37	42	26		
Math Learning Gains				32			52		
Math Lowest 25th Percentile				7			64		
Science Achievement*	25	47	52	11	48	54	38		
Social Studies Achievement*	38	68	68	28	53	59	27		
Middle School Acceleration		61	70		43	51			
Graduation Rate	83	54	74		46	50	91		
College and Career Acceleration	10	39	53		71	70	0		
ELP Progress		50	55		55	70			

* 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)	CSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	227
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	83

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	19

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	155
Total Components for the Federal Index	8
Percent Tested	99
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	32	Yes	4	
ELL				
AMI				
ASN				
BLK	29	Yes	4	4
HSP	27	Yes	4	4
MUL				
PAC				
WHT	27	Yes	4	2
FRL	25	Yes	4	4

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	19	Yes	3	3
ELL				
AMI				
ASN				
BLK	25	Yes	3	3
HSP	24	Yes	3	3

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%
MUL				
PAC				
WHT	23	Yes	3	1
FRL	23	Yes	3	3

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	25			19			25	38		83	10	
SWD	25			19			25	38		10	7	
ELL												
AMI												
ASN												
BLK	31			26							2	
HSP	26			17			17	47			4	
MUL												
PAC												
WHT	23			19			24	38			5	
FRL	23			19			24	33			5	

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	25	33	0	19	32	7	11	28				
SWD	25	33	0	19	32	7	11	28				
ELL												
AMI												
ASN												

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
BLK	27	31		17								
HSP	27	30		19	31		11					
MUL												
PAC												
WHT	24	34		21	30		7					
FRL	27	33	0	23	35		12	33				

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	29	39	29	26	52	64	38	27		91	0	
SWD	29	39	29	26	52	64	38	27		91	0	
ELL												
AMI												
ASN												
BLK	25	58		29								
HSP	32	41		26	38		31	36				
MUL												
PAC												
WHT	29	25		27	59		46					
FRL	31	32		29	48		33					

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.

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.

Across all subgroups our school has low performance. VRA is an ESE Center School, all students have a disability and all students grades 3 and higher have a severe cognitive disability and they are on access point standards. The lowest performing component was science. When compared to 2021 data students as a whole dropped 27 percentage points. When compared to 2019 data as a whole students dropped 10 percentage points.

As a whole, VRA students are working below grade level however we feel the greatest contributing factor is related to student attendance and lower reading comprehension. The school focuses on increasing reading comprehension across all subject areas and saw an increase of 9 percentage points when compared to 2019 data and a decrease of 4 percentage points over the 2021 data. Attendance in the 2022 school year was concerning as many students were sick, missing large blocks at a time. The inconsistent access to daily academic interventions had a great affect on student performance. Science is a subject that relies heavily on reading comprehension for students to understand the questions related to the work and the information that is being presented.

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

There was a slight drop in both ELA and Math over the prior year with learning gains being the largest drop outside science. Again, absences, tardy, and early check-outs are a contributing factor to this decline as well as overall reading comprehension. When compared to 2021 data students as a whole dropped 27 percentage points. When compared to 2019 data as a whole students dropped 10 percentage points. The largest decline was seen in ELA learning gains for lowest 25%. In 2019 this subgroup was at 47% and in 2022 the lowest 25% had 0% for learning gains. This group is one that we see a high rate of absences from one or more periods of the day. These students do best in an environment that focuses on routines and procedures. Every time there are absences from illness or school breaks it takes a while to get these highly sensory students back into their routines that allows them to be successful and work on the learning gaps.

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.

State data was not uploaded. Across the board all subgroups are below 41%. Increasing overall class attendance is a need to help close these gaps. The greatest gap when compared to the state average was math learning gains for the lowest 25% with a 49 percentage point difference. Poor attendance has shown to be a common factor for our lowest 25% subgroups. Missing seat time and not making up missed work increased student's lack of understanding of the material being presented and not having a good bases of understanding lowered student's performance on classroom as well as state testing.

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

The graduation rate has improved, with 100% of seniors graduating in 2023. In 10th grade we complete a full academic review for students ensuring all their graduation requires are tracking and implementing strategies and supports to fill in any gaps. Students in 10th grade and higher are able to participate in an off campus work experience transition program providing motivation and exposure to the workforce. The ELA component, while still being below the state average, showed the most improvement over the 2019 data. The school has focused on increasing learning comprehension across all subject areas as well as providing additional professional developments for teachers to strengthen their knowledge base and strategies used with students.

All Title I events are centered around increasing reading and comprehension strategies. By engaging parents and getting their support at home to follow up with the skills we are teaching at school we are starting to have progress increasing proficiency in ELA.

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

Bring up the lowest 25% and learning gains for reading are areas of concern requiring attention. Poor attendance is a big factor for our lowest 25% however when they do return to school the student is often way behind the class and has trouble catching up. Many of our staff are new to working in an educational environment. Providing training throughout the school year helps to introduce the staff to basic understanding of reading strategies. Additionally, having an academic coach to help teachers increase their practical knowledges and skills will help our students increase learning gains. The academic coach models in the classroom for teachers, works one-on-one with students as needed and meets regularly with teachers and administration.

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

Increasing parent participation, student attendance and reading learning gains will be the highest priorities for school improvement this school year. Studies show increasing parent participation and involvement in the school increases student attention and positive learning outcomes. Focusing on increasing parent involvement, partnering with parents to increase student attendance days along with having an academic coach to assist and support teachers and classrooms will help us reach our priorities in the coming school year.

Area of Focus

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

#1. 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.

Victory Ridge Academy will focus on positive culture and environment as it relates to staff and student attendance. Having staff consistently present for the majority of the school year will help keep students on track engaged, motivated and learning. Focusing on positive culture and environment to increase student and staff attendance will help students build their knowledge and reference points.

Measurable Outcome:

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

In the 23-24 school year Victory Ridge Academy will decrease student absences within the lowest 25% subgroups over the prior school year. . In the 23-24 school year Victory Ridge Academy will decrease classroom staff absences by 5 percent over the prior school year. Monthly attendance checks for staff and students will be taken. Students and staff with more than 2 unexcused absences will receive a letter of concern. Students and staff with no unexcused absences will receive a positive recognition.

Monitoring:

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

Student attendance will be monitored through Focus, learning system via teachers and the attendance manager. The person responsible for monitoring student attendance will be Dr. Amy Brown. Staff attendance will be monitored through PayChex, payroll system via supervisors and human recourses. The person responsible for monitoring staff attendance will be the head of HR, Mr. Steven Nolen.

Person responsible for monitoring outcome:

Steven Nolen (steven.nolen@polk-fl.net)

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.)

Using strategies such as Harry Wong's First Days of School (1991), greeting students each day as they come in to school, making lessons fun and focused on real world applications, and building rapport with both students and their families will help to increase student's desire to attend school. The same approach will be used with staff, administration and supervisor will greet staff each day, work to make student contact days and training days engaging.

Strategies suggested by Joyce Epstein (2002) not increasing parent involvement in family practices such as participation at school events, daily communication with teachers and developing a school-family connection will also decrease overall absences.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students and staff will look forward to coming to school, knowing there are people who care for them and want them to be successful. Having families more engaged and involved in school activities and practices will give the parents more motivation to send students to school and support their academic success.

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.

Family events will be promoted with parents using multiple medias; parent volunteer workshops will be held to give parents the tools they need to be successful and families will be called to check in regarding any unplanned absences.

Person Responsible: Amy Brown (amy.brown@victoryridge.org)

By When: By the end of October the school will have hosted a parent volunteer workshop and quarterly host a family engagement event. For student and staff absences, contact will be made for all unplanned absences to encourage a quick return to school.

#2. Instructional Practice specifically relating to Small Group Instruction

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.

Small Group Instruction will be an area of focus for Victory Ridge Academy. The academic coach will work with teachers to develop and grow their knowledge base and implementation using small group instruction to increase ELA learning gains of our students with disabilities school population.

Measurable Outcome:

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

For the 2023-2024 school year ELA Component and learning gains will increase by 3 points for the 2024 State Testing for students in K-12. The state specific measurable outcome will be measured with the FAST testing, using STAR reading for Kindergarten through second grade students. Students in grade 3 and higher will use Unique Learning Benchmarks and FSAA to measure ELA learning gains.

Monitoring:

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

This area will be monitored through Progress Monitoring periods 1,2 and 3. The academic coach will keep a log of the work that is conducted with each teacher as well as observations of student engagement during implementation. Lisa Galvin, academic coach will work with teachers to ensure benchmarks and standards are being taught and differentiated to specific students using small group strategies.

Person responsible for monitoring outcome:

Amy Brown (amy.brown@victoryridge.org)

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.)

Multisensory instruction and intervention as well as the National Center on Intensive Interventions, teachers will focus on increasing reading comprehension with students using small group learning models.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy helps teachers target students at their level, breaking classes in small groups to focus on one skill at a time, providing routine and repetition for the students.

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.

Bi-Weekly collaboration meetings between the academic coach and the teacher, after a peer observation or mentoring, will be conducted along with weekly collaboration between teacher and SLP. This will be overseen by Dr. Amy Brown and Dr. Erika Timpe.

Person Responsible: Amy Brown (amy.brown@victoryridge.org)

By When: By the end of each quarter there will be 9 weekly collaboration meetings recorded documented by the SLP as well as 4 bi-weekly collaboration meetings documented by the academic coach.

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).

With the additional funding, the school has been able to hire an academic coach who will focus on growing teacher's skills and knowledge, leading professional development, data tacking and student learning gains. The academic coach will be in classes daily modeling, assisting and coaching teachers and classroom staff to reach student's and teacher's fullest potential.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP and progress is shared and disseminated by posting on the school's website, through Title I Annual meeting, direct emailing of parents and stakeholders, school messenger call outs, parent and family input surveys and parent meetings. Parents will also be able to see all information in the PEN Notebook located in the front office waiting area.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Victory Ridge Academy works to build positive relationships with parents, families and community stakeholders as part of our school's mission and vision. Our school is an ESE Center School, all students have a disability, we plan an Agency Night each year inviting community partners to share resources for our families as well as inviting schools in the area to invite their families. Weekly communications with instructional staff, therapy staff, behavior staff and families helps to build positive relations that increase positive learning outcomes. The school hosts at least one building capacity event each semester as well as at least one staff building capacity event each semester. Through school-family communication, our web-page, Facebook, Google Classroom and community events we are able to foster positive relationships with families, staff, the local community and other stakeholders.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The addition of an Academic Coach focused on strengthening lesson planning and active engaging lessons for students will help VRA strengthen the overall academic program of the school. Teacher and classroom staff collaborating with SLPs twice a week focuses on bridging gaps and IEP goals. The academic coach will provide mentoring and collaboration with classrooms. The instructional staff also have access to supplemental recourses such as Scholastic Magazines, Generation Genius, and Kids Discover.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Victory Ridge Academy provides Agency Night to help connect parents with resources in the community for special needs. The Transition Program helps students with employability skills and career planning.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Victory Ridge Academy has a License Psychologist that works closely with classroom staff to support the mental health needs of our students. Since she is a licensed psychologist she is able to provide on campus therapy as needed as well as provide general supports to classes. Individual Counseling as well as check-ins are provided to students with needs. The psychologist also collaborates with classroom staff to provide support, guidance and plans. Information regarding community support such as Pease River Center is give to families as needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Victory Ridge Academy has a transition team that works with students to help build independence and employability for our students with disability partnering with Vocational Rehab and our transition team. Students are able to have unpaid internships during the school year as well as paid internships over the summer partnering with Vocational Rehab. Transition information is provided during the agency night event.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Victory Ridge Academy has a behavior team comprised of 4 members who are assigned to classrooms to support behavior needs as well as model and assist with individual behavior plans. The schoolwide behavior plan is also supported by the behavior team. The behavior team as well as our mental health

facilitator, psychologist, work with students counseling and coaching as well as collaborating with classroom staff. Professional Crisis Management strategies are used to diffuse student behaviors.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Prior to the start of the school year we provide extensive professional development to staff as well as send them out to district and state training in the area of Reading, SWD, Mental Health, Social Emotional Learning. The Academic Coach provides professional development on data collection and classroom strategies; the behavior team provides professional development on behaviors and classroom management; staff are provided professionals development on reading interventions, parent involvement, and sensory behavior management as well as others.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Victory Ridge Academy serves students age 1 to 22 years old. Our Preschool program works closely with our elementary education department to help develop the skills and knowledge base our students will need to transition to VRA elementary or to another elementary school when they are ready for kindergarten. Parents are provided with guide, checklist for Kindergarten Readiness letting them know the areas that are where they should be as well as areas of need to be worked on more.

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: Positive Culture and Environment: Other				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$68,754.22
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	394	8143 - Victory Ridge Academy	UniSIG	1.0	\$68,754.22
<i>Notes: Charter reimbursement for full time instructional coach (Salary and benefits).</i>						
Total:						\$68,754.22

Budget Approval

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

No