

Victory – Title IA Schoolwide Plan

Needs Assessment:

1. School Leadership Team -- *ESSA requires that all stakeholders provide meaningful input in the planning and improvement process. School leadership teams are an effective strategy for ensuring staff participation in creating and implementing the school wide plan. Describe the governance of the team. For example: Who chairs the team? How are decisions made? How frequently does the team meet? What is the process for communicating with district leadership? How are agendas set? How is formative and summative student data used for decision making? How do they ensure that decisions are evidence-based? Who is responsible for communicating with staff, families, and other stakeholders?*

School Response:

The Title IA leadership team includes Victory's federal programs coordinator, co-administrators, teachers, par pros, parents, the technology coordinator, SpEd director, the business manager, and the founder of the Harbor School Method, upon which our academic & school management program is based. Additionally, parents are invited at-large at the beginning of the school year in email and hard-copy communications home (in multiple languages) and at the annual Title IA meeting to review the Title IA plan & provide input. The federal programs coordinator chairs the team. Team members meet at least two times per year: In the spring to review current year's student and fiscal outcomes and to plan for the next year, and then early fall of new school year to re-visit spring planning and determine if adjustments are necessary and to update budget, if necessary. Additionally, members of the team meet at other times, including: federal programs coordinator & business manager regularly to review budgets/make adjustments, if necessary; Title IA lead teacher regularly with teachers to touch base/provide guidance/review student data to ensure continued Title IA alignment. As Victory is a small school, many of the interactions/meetings occur informally in a fluid communications flow among the teaching & administrative staff. As we are our own LEA, reporting to "district leadership" occurs during two, scheduled meetings, as already mentioned and in fluid communications. Additionally, federal programs coordinator and co-administrators report/update the school's governing board in the fall of each year, and at other times of the year as requested or needed. Also, as a charter school with a set academic program per its performance certificate with the State, agendas are set in the context of ensuring the Title IA activities not only align with ESSA requirements, but also align with the school's required academic purpose while meeting the needs of students to ensure success in their academic achievement in both the short- and long-term. By doing so, decisions for the Title IA plan & its activities are almost solely based on evidence-based data, and work seamlessly within the school's approved academic program.

2. School and Community-- *Describe the school community demographics. Have there been recent changes in the community, such as school staff, administrator, and board changes; rising unemployment; etc. which have adversely impacted the school community? What efforts have the school and/or district used in the past three years to address these issues?*

School Response:

There have been no issues that have adversely affected the school community. Rather, Victory recognizes this effort to conduct the needs assessment is occurring to help ensure it continues as a school wide Title IA school. Currently, Victory's free & reduced rate is 34.25%, with a historical average of 35%, and a high of over 40%. Our needs assessment helped in creating a plan in '18-19 to return to sending out child nutrition forms several times in the year to provide additional opportunities for parents/guardians to re-visit the idea of submitting free & reduced applications. Additionally, we routinely have students who are either formally declared "homeless," or who we know run the risk of becoming homeless so we continue to monitor and work with families to ensure we're helping address pre- and post-homeless declarations to meet these students' academic needs at all times. The school is located in Nampa, Idaho. At 22%, Nampa is 7% higher than state and national poverty rates. About 48% of Nampa's population has an annual household income less than \$40,000. Victory's student makeup is 85% white, 15% non-white; and, depending on the year, has a special needs population as low as 3% to as high as 7%. Administration and board members have remained constant over the past several years with little teacher turnover.

3. Academic Achievement --List the school's academic achievement data (i.e. SBAC, IRI, etc.) and the reasons the school has been identified for Comprehensive Support and Improvement (ELA, Math, Graduation Rate, etc.). What do the data suggest are strengths and weaknesses in student learning?

School Response:

Victory's schoolwide plan, coupled with the Harbor School Method's academic approach, has created what we believe is an optimal educational environment in which students excel, as shown by their strong academic outcomes on IRI and SBAC testing and graduation rates. However, without the dedicated time, resources, and finances under Title IA schoolwide component, we have the potential of seeing these outcomes drop. And while a strength shows our sub-populations have higher achievement outcomes than many of their counterparts in Nampa, as well as statewide, the flip side is many of these students achieve at lower rates than do their Victory peers outside these sub-populations. Therefore, struggling students at Victory, while achieving at higher rates than their counterparts elsewhere, still need to be afforded assistance under comprehensive support to provide every opportunity for them to be academic equals with their Victory peers, especially when we see the struggles coming from varying sub-groups that collectively span the broad student population. Another strength found comes from our IRI data where, collectively, Grades K-3 show that the gap between the educationally advantaged and educationally disadvantaged students is drastically narrowing and, in some cases non-existent, or in favor of the economically-disadvantaged students.

As a result, we see that the goals, programs, and processes we adhere to academically for ALL students are working, but, there is still work to do. Therefore, we share the following academic achievement data to show why the school must continue to be identified for Comprehensive Support and Improvement in ELA and Math. [Please note: Because Victory is a small K-12 school, with just over 400

students and a one class per grade, we are unable to provide here specific, grade-level or specific, sub-group student data, so as to ensure we are sensitive to and abiding by Student Privacy Rules as set out in ID Code 33-133(3)(b). However, grade-level and individual student data are analyzed at the school level by administrators and teachers during state interim and post-testing outcomes, as well as weekly following grade-level weekly concept testing. IRI data shared here reflects the average outcomes of ALL students, with the only comparisons being those between white and non-white students and economically advantaged and economically disadvantaged students, and that are combined & averaged using the past THREE academic years' spring testing. SBAC data included here are also the combined averages of outcomes from SBAC testing years 2014-2015, 2015-2016, 2016-2017, again, to ensure student privacy is not violated.

IRI: In reviewing the past three years' data for all students in grades K-3, we see that the educational methods in place, including the schoolwide Title IA plan, are positively affecting all students. The average % of students scoring 3s in the spring for years 2014-2015, 2015-2016 & 2016-2017 is 87%. When comparing white students with non-white students for the same years, the averages are almost identical with 89.2%, white students, and 89.4%, non-white students scoring 3. For economically disadvantaged students the average is 86.4% with the average for non-economically disadvantaged is 87.4%.

SBAC: Compared to nearby, local districts and statewide averages, Victory has among the highest student outcomes in both ELA and Math averages for the past three, full academic years. However, over those three years, we still have a nearly 10% average gap between white and non-white students at the Below Basic level on ELA (5% vs. 14%), a 12% gap in Math (7% vs. 19.2%); and nearly a 9% gap at the Basic level in ELA (9.3% vs. 18%) between non-educationally disadvantaged and those who are. While the gaps are steadily narrowing in other outcomes (average of those scoring Advanced between white and non-white students are within 2% points, and those scoring Proficient between non-educationally disadvantaged and educationally disadvantaged is less than .2 of a point), in math we have a nearly 13% gap in this 3-year average between those at scoring Proficient between white and non-white students (31.2% vs. 18.4%), and a 7% difference between non-educationally disadvantaged and educationally disadvantaged scoring Advanced. In ELA, the largest gap in this 3-year average is 10% between white & non-white students scoring Advanced, and 6% scoring advanced between educationally advantaged and educationally disadvantaged. We would like to continue to use Title IA funds in a schoolwide approach to narrow both of those gaps in Proficient and Advanced so they are, ideally, non-existent, but at least to 5% or less in the near term, while continuing to invest time and resources in the long-term to move students off Below Basic and Basic categories altogether, or to 5% or less.

4. Student Learning Needs -- *Based on the specific student learning needs identified, provide a description of the process used to identify the root causes that if solved would result in higher outcomes*

for students. If for example, ELA achievement (based on SBAC) is below the state average in grades three and above, a root cause analysis would track trends beginning in kindergarten to understand where the gap begins in student learning. A non-example would be focusing all of the improvement efforts on grades four and five.

School Response:

A number of processes are used to identify root causes of academic outcomes (both proficiencies and deficiencies). While none of the grade levels at Victory Charter School fall below state averages, both LEA-specific and standardized assessment methods are used to identify and quantify student achievement. LEA-specific post-analysis assessment and instructional methods include concept testing in all core academic subjects in a standardized fashion across grades K-8 (unified curricular presentation and assessment), regular Read Naturally assessments for all students regardless of current proficiency levels, and regular targeted instruction in areas of group and individual deficiency. Standardized testing (IRI, SBAC/SBAC) analysis is used by faculty to identify specific areas of individual proficiency and deficiency. This is done after the regular testing window in the spring. Victory also utilizes the interim SBAC testing window in the fall/winter to help familiarize students with the testing process as well as provide faculty another opportunity to analyze areas of proficiency and deficiency for individual students. IRI testing outcomes in the fall are used to identify student proficiency levels and provide faculty with a baseline score from which student needs can be addressed. Spring IRI scores are used to track student proficiency progress and to provide teachers in the next grade level up the opportunity to understand individual student achievement levels. Because Victory only has one class of students per grade level, this process is able to be streamlined from grade to grade, giving each teacher a very good idea of student proficiency from year to year. Proficiency levels in every grade are archived from year to year so that longitudinal analysis can be done on specific classes of students and individual student growth/progress is tracked. This tool is used to identify underperforming individual students, classes of students, and track trends at specific grade levels to correlate with specific faculty members.

On an individual teacher basis, each teacher of core content subject areas hand scores and reviews interim SBAC/SBAC testing submissions. This allows them to see individual student progress and achievement early in the year and allows for the opportunity to specifically differentiate and remediate instruction as necessary. Students can be assigned specific goals that target deficiencies via computer-based instruction (Khan Academy), direct instruction in the classroom setting, and individual pull-out help by educational assistants.

All of these strategies are implemented by all of our staff to address student learning needs. This helps us maintain steady achievement levels school-wide that are consistently above state averages in every content area.

5. Core Curriculum -- *What curriculum materials are being used? To what extent are the materials research/evidence based (as determined by evidence from vendor/ publisher/ reviewer or another source? To what extent is the core curriculum delivered with fidelity? How is fidelity monitored?*

School Response:

As a public charter school, Victory's charter outlines its school operations as being in full alignment with the Harbor School Method, which outlines and requires certain curricula and practices to be used by teachers with fidelity. Classroom teachers plan and oversee the programs below in their classrooms and specifically monitor and supervise additional support to their students. Fidelity is further monitored with on-going professional development, which is now in its sixth year of on-going planning & conducting; mentoring when a new teacher is hired for at least his/her first three years as a Victory teacher; *daily* administrator classroom observations of teachers (with annual in-class teacher observation time by administrators totaling well over 10,000 minutes school-wide), and fluid/on-going teacher collaboration across grade levels and subject areas. The following curriculum programs, therefore, are prescribed by the Harbor Method not only for daily educational acquisition, but to serve as indicators for on-going support for struggling students: The Writing Road to Reading (Spalding Method), The Shurley Method, McCall Crabbs Comprehension, Timed Readings, The Schaffer Writing Method, Novel Studies, Vocabulary Check, Read Naturally, Weekly Math Concept Tests, and Saxon Math homework. All of these programs are nationally-recognized, evidence-based approaches, with perhaps the exception of the Harbor Method's Weekly Math Concept Tests, the academics of which were developed at the local level by the founder of the Harbor Method and her teachers and used now with fidelity at Victory for nearly 20 years and outcomes of which cannot be argued as evidenced by nearly two decades of student academic achievement success at both the school and statewide level.

6. Core Instruction -- *To what extent do teachers adjust their instruction to meet the needs of all learners based on assessment data and student feedback? What formative assessments do teachers use to determine students' needs? How are students grouped for instruction (homogenous, heterogeneous, mixed)? How are all students, including each subgroup of students, provided with opportunities to meet proficient and advanced academic achievement levels?*

School Response:

Victory's curriculum is spiral based. Each day and week, every strand of math and multiple strands of reading/language skills are covered. As the curriculum is repetitive, those students needing multiple exposures get them throughout the entire school year. Teachers are often heard saying to students, "It's okay. If you don't get it today, you'll get it tomorrow, or next week, or next month." This system of repetition brings peace of mind and helps relax students to bring about greater levels in their learning, and the opportunity to build on concepts from grade to grade. Formative assessments are used throughout each week. These include: math and reading concept tests aligned to Common Core Standards, Shurley Language Assessments, science concept tests, and Read Naturally, Schaffer Writing Method. Students also take the state-provided SBAC interim assessment in the fall and winter. Adjustments are made with children with Read Naturally when needed and placement is evaluated several times throughout the year. Teachers are required to go through the data provided from the SBAC interim twice a year and make adjustments according to the data, mostly through small group

and/or individual interventions. Students who are grouped in subgroups are provided the opportunity to show proficiency in weekly Harbor Assessments, Read Naturally, Aims probes, and SBAC interims.

Direct instruction occurs with heterogeneous groupings. Students are pulled each week to review their individual concept test errors, no matter their academic level. Teachers also use direct instruction to all students in writing instruction to provide support that is similar to testing standards through the Schaffer Writing Method. Upon reviewing student work on weekly formative assessments, core instruction is tailored to address concepts that proved to be areas of under-performance by the collective group. These skills are also included in math, morning warm-ups, McCall Crabbs (fluency and reading comprehension) and throughout the social studies and science curriculum. Through these intentional, one-on-one reviews and student groupings, as well as teacher-parent communication of at-home learning opportunities, and before- or after-school tutoring in some grades, students are provided multiple ways in which to acquire skills & knowledge to meet proficient and advanced levels.

7. Tiered Instruction and Academic Interventions -- *In what areas are academic interventions provided? How often? To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction? How are tiered interventions coordinated to support student progress in core instruction? Are the interventions pull-out or push-in? What is the size of the groups? What evidence-based programs and instructional practices are used for interventions? In ELA? In math? To what extent do these programs demonstrate efficacy with target populations? How do the interventions support the needs of students from diverse cultural and linguistic backgrounds? How is explicit instruction used? Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)? If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement? How is progress monitored? What tool is used? What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports? How often does progress monitoring take place? Who participates in the process? Which students receive progress monitoring?*

School Response:

Tiered instruction is provided in math, reading, and written language. Certified teachers always plan, oversee, and evaluate the outcomes of instructional activities for tiered interventions. Teachers, EAs, the Title IA lead teacher, and volunteers all play a role in providing interventions. All students are progress-monitored at some level. Students performing below grade level are worked with daily, with other students pulled at least weekly. Advanced students are pulled at least monthly. A full-time special education teacher is on staff to assist with specific interventions for students who qualify for the special education program.

As Victory's curriculum is designed to teach to the high, using above grade-level material with multiple opportunities to learn concepts in all academic areas, it is designed for advanced, daily learning to continually challenge advanced students while at the same time designed to meet students' needs at all levels of achievement.

Tier 1 is the focus for instruction and then pulling students (Tier 2) for math, reading, and language skills. Teachers, with support from EAs and classroom volunteers, provide interventions for students in Tier 2 & 3, with the special education teacher and Sped EAs delivering additional interventions for those in Tier 3. Teachers' classroom schedules include tiered intervention activity. With this schedule, teachers direct & oversee EAs in their support to provide interventions.

Interventions are both pull-out and push-in. Students are pulled out of the classroom to receive one-on-one assistance, during non-core subjects, by the teacher (during a prep), EA, or classroom volunteer. Students are also pushed-into core instruction through EA support, supporting the teacher's walking & monitoring of classroom for student understanding during the teacher's full-class instruction. Push-in intervention is especially used in the primary grades. In special cases, students have one-on-one aides who assist during general instruction.

Evidence-based programs used are Read Naturally, AIMS, CORE Reading Source Book, DIBELS, STAR McCall Crabbs, concept tests in math & language that are aligned to State curriculum/Common Core, (as well as Khan Academy & Read Theory).

Through constant monitoring, these intervention programs are shown to be working well as evidenced by SBAC interim assessments as one measurement: This past fall, interim testing showed students at 43% proficient or advanced in math, 54% in language. Following the winter interim testing, those scores had risen to 79% proficient/advanced in math and 79% proficient/advanced in language. Our sub-populations have shown on statewide testing to have higher achievement outcomes than many of their counterparts in the nearby district, as well as statewide; and IRI data shows that, collectively, the gap between the educationally advantaged and educationally disadvantaged students is drastically narrowing and, in some cases non-existent, or actually in favor of the economically-disadvantaged students. [See 3. Academic Achievement section.]

Progress is monitored in a couple of ways – for some students it's through AIMS Web, while for all students it's with the Read Naturally progress monitoring tools and record-keeping by the teachers of students' in-class grades. The Idaho SBAC is used to monitor interim and summative assessments.

Progress determinations and/or instructional changes, or referrals for intensive supports are made first through discussions among the teachers and their EAs, along with the Title IA lead teacher as necessary. Those students not responding to tier intervention are taken to an MDT team that includes special education teacher, specialists, and co-administrators to discuss/determine additional, needed supports.

Explicit instruction is used daily, with all students. The Harbor Method is great at using explicit instruction. Lessons are systematic focusing on skills, strategies, and concepts that are logically sequenced. Students have an opportunity to see skills modeled, have guided instruction, and independent opportunities to show they understand a skill. Teachers are constantly checking for understanding, walking and monitoring for understanding all the time. Examples: teachers looking over students' shoulders, giving quick feedback, and moving on; having students chorally respond; having students write answers on white boards and flashing them for a quick check for understanding, etc. Lessons always demand attention with review opportunities. A key element to explicit instruction is making sure procedures are in place, so students can focus on the content, instead of the tasks that need to be performed to show understanding. Rules and procedures are set up schoolwide, and especially in classrooms, to ensure optimal time is spent on learning. Also, explicit instruction is delivered at a brisk pace, which Harbor schools excel.

8. Family and Community Engagement -- Do you have a district policy and school plan in place? How often are these reviewed? To what extent are strategies for involving families in students' education included? What strategies, such as family literacy services, are used to increase family and community engagement? What is the process for disseminating the plan annually?

School Response:

Victory has a district policy and plan in place for family & community engagement – Policy 2420. The policy and plan are reviewed annually. It is found on the school's website at <http://victorycharterschool.net/wp-content/uploads/2013/01/Victory-Parental-Involvement-Policy.pdf>. It is disseminated annually to parents/stakeholders at the fall Open House which includes the Title IA/Homeless meeting. The following is an excerpt from a handout provided to parents at the annual parent meeting that addresses strategies for involvement families in students' education:

First and foremost, charter schools are in a unique position to garner parental involvement at the inception of a child's education simply from the act of the parent choosing a particular charter school in which to enroll their child (as well as the choice to dis-enroll their child if they feel he/she would be better served elsewhere.) As a result, parental involvement is not isolated to Title IA activities, but in all things related to learning, and we ensure this by the school sharing with parents prior to enrolling, during enrollment, and once enrolled the school's mission, vision, educational method (and programs that fall under this umbrella, including Title IA), school management, school culture, etc.

In fact, the Title IA program works almost seamlessly within the Harbor Method. Therefore, it's important we are intentional and document the ways in which we involve parents. But while this occurs, as outlined below, we and our parents appreciate that it's difficult to know when children are being worked with under Title IA for remediation versus acceleration, as well as what's prescribed per the Harbor Method overall. This overall school wide plan is supplementing at its best – where all children are being served with no one being singled out as needing remediation over another who is achieving at a faster pace.

To do our part in ensuring parents understand that we are a schoolwide, Title IA school, along with other, important information to assist them in understanding and being actively involved in their children's education, we communicate with parents in a variety of ways, knowing that every family is different in the ways to best reach them. Therefore, we employ the following:

Written communications: Website, weekly attendance note, emails between parents & teachers and/or administrators, report cards distributed 4xs per year, special flyers regarding Parent Rights, explanation of Title IA program, invitation to review & provide input on policies and plans, state testing explanations and outcomes, etc.

Face-to-Face: Annual, Back-to-School Bash, where the annual Title IA meeting is held; other performances and events where announcements are made; p-t conferences 2xs per year; scheduled meetings based on individual student needs; informal discussions at events, before/after school; special committees when arranged, parent information sessions/workshops, etc.

Through these efforts, parents are reached to not only carry out the federal requirements of parental involvement, but to help build capacity for parents to be among their children's educators. Some ways in which this is provided, include:

1. Parent-teacher conferences in which academics and behavioral growth are noted, but also resources shared with parents to provide additional learning at home. Teachers share with parents online resources, including Victory's lab website at <http://vcscomputerlab.weebly.com>, where activities, such as Khan Academy, involve parents with students' on-going skills practice, and the simple reminder/suggestion of continued daily reading with their students.
2. Regular communications, via the weekly attendance note and website, reminding parents of learning opportunities at home, of ways they can be involved at the school, and requests for specific review & input.
3. Annual Parent Climate Survey.
4. When/if a student is unable to meet grade-level benchmark: Parents are notified early on to stay apprised of their child's progress and to engage parental involvement and create teacher-parent support in addressing student's needs, and continued, revised intervention takes place until State standards are achieved.

9. Recruitment and Retention of Effective Teachers --What percentage of teachers meet state certification requirements? What strategies are in place to recruit and retain effective teachers, particularly in high need subjects?

School Response:

With the exception this year for the special education teacher who is on a provisional certificate and under the direction of the special education director, all Victory teachers meet state certification requirements. We are fortunate to have had little teacher turnover during the school's history. When teachers apply for a position, they are well aware of our being a public charter school, and that we follow the Harbor Method, and administrators ensure teachers know and understand the mission & vision of the school. Furthermore, the hiring process includes interested teachers spending time in our classrooms observing prior to interviewing to ensure they are in agreement with the methods and practices of the school and understand the expectations of teaching in a Harbor school. Once hired, new teachers are mentored by a long-time Harbor teacher for at least three years. All teachers take part in professional development provided by their peers and/or administrators on a near-annual basis that continues keeping all teachers effectively working within the Harbor environment, while addressing new state/federal standards. If needed, we have used Title IIA funding to recruit teachers in high-need subject areas, but this has been the exception rather than rule.

10. Universal Screening -- Are all students screened to identify who needs additional support? Is there Kindergarten screening? How often are students screened and when? What universal, evidence-based, reliable and valid screening tools are used to identify students at risk? (in ELA? in Math?) Do the tools have defined cut scores for determining who is at risk? Are different/additional measures used to identify students who are English Learners and not achieving academically? Students who are socially at risk and not achieving? Are there clear decision rules for determining accuracy of decisions? How are screening decisions reviewed to determine accuracy and adjust decision rules or follow-up procedures accordingly? How is the information documented? How is it shared with teachers, families, school Leadership Team? What are the follow-up procedures?

School Response:

Students in first-grade on are screened to identify if additional supports are needed – from Title IA activities to other, less but still beneficial assistance, such as peer-to-peer tutoring. For the purposes of the school’s Title IA schoolwide plan, students are screened using the Spring SBAC-SBAC ELA & Math scores, and the Fall words-per-minute scores. Additionally, fall and interim SBAC scores, teacher recommendations, classroom grades, and weekly concept tests also help determine where extra support would be beneficial – for individual students, sub-groups of students, and classes as a whole. The SBACs, words-per-minute, grading, and weekly concept tests have defined cut scores for determining those who are at-risk academically. While Victory has a low number of students identified as English language learners, when they are identified, the ELL coordinator works with the Title IA coordinator and teacher to ensure activities between the academic supports are coordinated for the student’s benefit. By using clearly defined cut scores, following with fidelity the school’s academic program, and by being a small school with daily interaction among the Title IA lead teacher and fellow teachers/EAs, and administrative classroom observations, the accuracy of decisions made for Title IA assistance is strong, and follow-up if needed to procedures or decisions near immediate. As Victory has a set academic program, where fidelity is mandatory, including the way in which the Title IA program is carried out and the processes/procedures/screenings used, there is little to no review necessary, other than to ensure student needs are continuing to be met. Teachers document individual student growth per students’ academic files, and they document classroom growth through determined measures, such as charts & graphs that are shared with their administrators & Title IA lead teacher. Information regarding the universal screening process is reviewed with teachers annually by the Title IA lead teacher & Title IA coordinator at the back-to-school teacher workshop; with parents at the back-to-school federal programs meeting; and with the school leadership team through additional communications, such as meetings & email correspondence, if necessary, in addition to the back-to-school workshop and parent meeting.

11. Professional Development -- *What opportunities are in place (e.g., professional learning communities) to help teachers reflect on and improve their instruction? To use data from academic assessments to adjust instruction? To align curriculum and teaching and learning progressions across grade levels and subject areas? Are PLCs well established and functioning? Is collaboration time built into the master schedule and the contract? How often do teachers and other instructional staff participate in school-based professional development? Who provides professional development? In what professional development opportunities do paraprofessionals participate? Are they invited to the same opportunities related to instruction that teachers are invited? What is the expectation of school leadership for participation in professional development activities? How is this expectation communicated? Is there an instructional coach (or similar position)? How are professional development decisions made? Who is involved? What is the relationship between professional development provided at the building level and the district? How are professional development activities tied to students’ academic achievement needs? How does the school monitor attendance for professional development activities? Are sign-in sheets completed for each activity? What professional development does the district/school offer teachers/staff for English learner students?*

School Response:

Since 2012, Victory has taken part in a three-school/LEA professional development plan in which all three, Nampa Harbor Method Schools engage in planned professional development for teachers and administrators. The plan was formalized in the 2013-2014 school year and has included at least one new professional development opportunity annually. As a Harbor Method public charter school, the

curricula and academic approach & processes are clearly defined and executed. However, professional development encourages strengthening the academic program so that all students have the capability of performing, at a minimum, at proficiency on all state-mandated testing and at above grade-level learning in the core curriculum. The professional development plan (which is submitted annually to the SDE) has built within it a collaboration/learning community component. Professional development under this now, nearly six-year plan is conducted by Harbor peer teachers and/or administrators. Because Victory is a small school, with less than 25 teachers, administrators are able to easily convey expectations that all certificated staff participate in professional development opportunities as they are offered, and this is communicated through teacher emails, included in formal teacher evaluations, at principal/all-teacher gatherings, and informally. Professional development opportunities are determined by the following: Teachers self-identifying in annual evaluations areas they would like to strengthen & administrative review of information provided; co-administrators daily/weekly classroom observations & documentation of those observations; informal conversations between & among teachers and administration; continuous review of student achievement outcome data, both formative and summative; review of these mentioned items with leadership team. All professional-development opportunities are conducted through a local university's continuing education department, thus everyone participating enrolls in the class through the university for credit, therefore ensuring class attendance and completion. The EL coordinator (also one of Victory's co-administrators) takes all EL state training and then extends that training to teachers and para pros as necessary. Para pros receive training directly from the teachers in whose classes they work directly.

12.Coordination and Integration With Other Programs -- *If appropriate and applicable for your school, describe how your Title I-A program (schoolwide and/or school improvement) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.*

School Response:

As a small, public charter school, that is also its own LEA, Victory is in a unique position to easily coordinate the Title IA program with its other Federal, State, and local services, resources, and programs. For instance, nearly all school teams – from the Professional Development Team to the Title IA leadership team to the Continuous Improvement Planning Team – include on them the federal programs coordinator, special education director, co-administrators, ELL coordinator, safe & secure schools coordinator, nutrition planning director, business manager, etc., so as to ensure coordination and integration of all resources and services so that all are used fully & effectively for student academic success. The federal programs coordinator oversees much of this coordination.

13. Learning Time:*What is the school schedule? Does it need to be adjusted? (start/end time, four day/five day, number of days per year) Is there a master schedule that includes intervention and extension? Are there extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards? Are there extended learning opportunities to provide access to a well-rounded education? Are there extended learning opportunities to provide access to an enriched and accelerated curriculum? If so, how is it built into the daily/weekly schedule? (How many minutes and*

how many times per week? In what content areas?) How will it be determined who will participate in extended learning time? Will all students who participate in extended learning time also have daily access to grade-level content standards? How will staff know that the extended learning time is enough? Is summer school part of the intervention process?

School Response:

Victory is on a five-day schedule. K students attend 8:10 am to 11 am, 1st-6th attend 8:10am-2:40pm, and 7th-12th attend 7:30 am to 2 pm. The school hours were arranged to ensure built-in extended learning time during the school-day itself through a prep schedule that provides up to 1.5 hours of non-core subjects (PE, computer lab, Spanish) where students can be pulled to work with in intervention and extension activities in the ELA and math without removing them from core instruction. Because of this, the master teacher schedule shows dedicated, Title IA time, either during these prep times or during a portion of the lunch period. This master schedule is maintained by the co-administrators, Title IA lead teacher, and federal programs coordinator.

There are several, before- and after-school, extended learning/tutoring opportunities for students that involve teachers, peers, and older student assistance, and offer intervention and extension activities so all students can be served wherever they are at on the any learning spectrum. (Because academic interventions are built into the school-day schedule, these additional, tutoring-type activities are optional.)

Extended learning opportunities also exist to help provide a well-rounded education in addition to the school day schedule in the forms music performance groups, drama experiences, art exhibits, IHSAA-sanctioned sports teams, trips abroad, Aca-Deca teams, etc.

Teachers and co-administrators monitor weekly testing, interim SBAC testing, and annual SBAC outcomes to ensure individual students, grade levels, and sub-groups of students are progressing and what/if any additional efforts should be taken. Summer school is not part of the intervention process, however, parents are provided with learning resources on the school's website for additional learning opportunities at home throughout the year, and teachers discuss with parents at conferences ideas and approaches where parents can partner with the school to continue intervention/extension learning over summer and while on breaks.

14. Non-Academic Student Needs -- *What activities and strategies are in place to support students' non-academic needs including counseling, school-based mental health programs, specialized instructional support services, mentoring services or others?*

School Response:

In addition to what is offered under Title IA, the following activities and strategies are provided to support non-academic needs: special education services, occupational therapy, speech and language therapy, school psychologist, homeless education & assistance.

15. Well-rounded Education -- *Well-rounded education is defined as "Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology,*

engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience (Sec. 8101(52))” How does your school address well-rounded education?

School Response:

To achieve Victory’s mission to “develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment,” its charter and performance certificate were designed and approved to create an academic setting where students are well-grounded in the basics of reading, writing, math, science and social studies by receiving an above-grade level education in these traditional subjects, while being well-rounded in additional areas of academic and personal growth. Therefore, the school’s curriculum addresses SDE-determined areas for offering student access to enrichment opportunities through the following: offering the following four times per week in the primary grades Spanish, music, computer lab, and physical education; adding art, choir, band, and competitive sports in the 7th & 8th grades; offering clubs and activities in high school, such as Academic Decathlon, student government, Key Club, travel abroad to Europe, Washington, D.C. civics experience, expanded music classes/group travel, Drama club/group travel, career exploration through required internships, and required community service activities for students in 7th-12th grade.

16. Additional Opportunities For Learning -- *If applicable for your school, what opportunities are in place for students to learn about and prepare for postsecondary education and the workforce, including career and technical education programs, access to coursework to earn postsecondary credit while still in high school (e.g., Advanced Placement, International Baccalaureate, dual or concurrent enrollment, early college high schools)?*

School Response:

As required by the State, Victory has a College & Career Plan in place that includes an intense, career exploration/personal inventory coursework beginning in 8th grade through Career Information Systems and Human & Social Capital Institute and dedicated personnel in college & career advising and advanced opportunities coordinator. Victory requires all high school students to complete two, 30-hour internships, and one, 60-hour internship in order to explore career interests in actual business settings that most often align with the outcomes discovered in their career/personal inventory coursework. Victory’s Advanced Opportunities begin in middle school in accordance with the State’s Advanced Opportunities plan. Victory’s robust college concurrent credit classes offer high school students the opportunity to earn up to two years of college credit (or more) by the time they graduate.

17. School Transitions -- *If you are an elementary school, what process or activities do you conduct to assist preschool students in successfully transitioning from early childhood programs (such as Head Start, IDEA, or state run preschool) to Kindergarten? If you are an elementary, what process or activities do you conduct to assist elementary students in successfully transitioning from elementary to middle school? If you are a middle school, what process or activities do you conduct to assist middle school students in successfully transitioning from middle school to high school?*

School Response:

Victory is fortunate to offer K-12th grades all in one school building. Therefore, under its charter and performance certificate, as well as its continuous improvement plan, and other plans as required by the SDE and others, Victory’s academic and school management program has been designed so that each grade and subject area build upon each other. Each grade and subject area are carried out in alignment to the school’s stated mission and ensures students are ready for the next level of their education within the school’s academic program. Therefore, almost-daily teacher interaction among each other across grade levels and subject areas for continued understanding/strengthening of changing expectations/requirements at various grade levels; for successful transitioning of students from one grade to the next, as well as from primary to middle to high school; and teacher relationships with students across grade levels/subject areas (not just with those they have in class that semester or year) all play a strong role in successfully preparing students for the next steps in their education. Formal programs, such as the 8th grade School-to-Work program, Citizen of the Month recognition, Hall of Fame end-of-year assemblies, student-parent info nights (8th grade transitioning to high school, high schoolers beginning college concurrent classes, etc.) add to the everyday school management in place to prepare students for continued maturity and growth as they progress to graduation.

Plan Components:

1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: **Specific, Measurable, Attainable, Rigorous, and Time bound**. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal
Increase the number of minority students achieving Advanced on math SBAC.	Over three years, increase average % of economically-disadvantaged and/or non-white students scoring Advanced on math SBAC by at least 4 points.
Increase the number of minority students scoring Advanced on ELA SBAC.	Over three years, increase average % of economically-disadvantaged and/or non-white students scoring Advanced on ELA SBAC by 3-6 points.
Increase number of minority students achieving Proficient on math SBAC	Over three years, increase average % of economically-disadvantaged and/or non-white students scoring Proficient on math SBAC by 6-8 points.
Increase number of minority students achieving Proficient on ELA SBAC.	Over three years, increase average % of economically-disadvantaged and/or non-white students scoring Proficient on ELA SBAC by at least 4 points.
Decrease number of minority students at Below Basic on math SBAC.	Over three years, decrease average % of economically-disadvantaged and/or non-white students scoring Below Basic on math SBAC by at least 6-8 points.

Decrease number of minority students at Below Basic on ELA SBAC.	Over three years, decrease average % of economically-disadvantaged and/or non-white students scoring Below Basic on ELA SBAC by at least 4-7 points.
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2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes.

Consider methods and strategies which provide opportunities to meet the state academic standards, strengthen the academic program, increase the amount and quality of learning time, and provide enriched and accelerated curriculum, including a well-rounded education. See

<https://ies.ed.gov/ncee/wwc/> for resource information.

Intervention Strategy	What evidence level of criteria does this strategy meet? Strong Evidence Moderate Evidence Promising Evidence	How the intervention meets the definition of "Evidence Based"
Read Naturally	All	Teacher modeling, repeated reading, and progress monitoring. https://www.readnaturally.com/research/studies
RTI	Strong Evidence	What Works Clearinghouse (WWC): Universal screening/early detection, frequent progress monitoring, intense/systematic instruction, differentiation based on data of all students.
Weekly concept testing in math, science, ELA	Strong Evidence	WWC: Universal screening/early detection, frequent progress monitoring, intense/systematic instruction, differentiation based on data of all students. Spiral-based Delivery: Oregon GearUp
Interim state testing	Moderate Evidence	Interim tests over initial text material can enhance the learning of subsequent text material. https://www.csai-online.org/resources/interim-test-effect-testing-prior-material-can-facilitate-learning-new-material
AIMS Web	Strong Evidence	WWC: Universal screening/early detection, frequent progress monitoring, intense/systematic instruction, differentiation based on data of all students.
DIBELS	Strong Evidence	WWC: Universal screening/early identification, frequent monitoring, review & addressing of student needs following each monitoring outcome.
Daily principal classroom observations	Strong Evidence	WWC: Making Meaningful Use of Teacher Effectiveness Data [for student benefit], REL West/WestEd

Spiral-based curriculum delivery	Moderate Evidence	Oregon GearUp – The Spiral Curriculum, Education Partnerships, Inc: Students introduced early to sophisticated topics at basic level, then revisit subject/topic/theme throughout school career to “layer” learning.
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3. Identify the resources needed to implement the above Intervention Strategies.

School Response: Dedicated, funded, Title IA teacher time daily with students; EA time under the supervision and planning by the certified classroom teacher; classroom volunteers, under the supervision and planning by the certified classroom teacher; continued use of already-determined evidence-based curricula; on-going teacher analysis of student achievement outcomes.

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.

What processes will be used to monitor the SWIP (e.g. classroom observation, student progress monitoring, PLC minutes/input, staff feedback, parental and community input, etc.)? How frequently will the data be shared and discussed with the leadership team? What guiding questions will be asked? What criteria will be used by the Leadership Team to make adjustments? Provide a timeline of key milestones.

School Response: Co-administrators will conduct at least weekly classroom observations that are documented; student progress monitoring by co-administrators and classroom teachers following state-required testing, state interim-testing, and school's weekly concept testing in ELA and math; teacher/EA consultations (2-4xs monthly); parent review/feedback (at least twice per academic year). Since Victory is a small school, co-administrators and teachers have access to student data on an almost-immediate basis, therefore monitoring, evaluation, and addressing areas of further assistance are fluid and most often, immediate. But, at least annually, the leadership team will convene to plan for coming year's school-wide activities while reviewing the current year's outcomes from activities.
