

Orange County Public Schools

Orlo Vista Elementary



2018-19 Schoolwide Improvement Plan

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Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

<https://orlovistaes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	F*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement.

To be the top producer of successful students in the nation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Barton-Buggs, Tamara	Principal
Prince, Allyson	Assistant Principal
Clarke, Paul	Other
Davila, Tonishia	Instructional Coach
Manning-White, Latoya	Instructional Coach
Jules, Deborah	Instructional Coach
Yirmyah, Mr.	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Our Leadership Team is comprised of the following: Principal, Assistant Principal, Staffing Specialist, CCT/ELL Compliance, Instructional Coach, Academic Coaches/MTSS Coach, Guidance Counselor, and Dean.

Principal (Mrs. Tamara Barton-Buggs): As an instructional leader, Mrs. Barton-Buggs communicates the vision for academic success for students based on high standards and rigorous instruction. Mrs. Barton-Buggs carefully reviews school data and creates a school vision for continuous improvement. She gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. This also includes guidance for the Leadership Team and ensures all aspects of the school are functioning effectively. Through her leadership, the team is able to make decisions about students and effectively determine and implement best practices based on the needs of the students. Mrs. Barton-Buggs ensures that common planning is effective and provides opportunities for professional development. She conducts classroom walkthroughs daily to observe instructional delivery and provide teachers with actionable feedback. Duties also include facilitating data meetings, participating in common planning, and refining the MTSS framework to ensure that all our students are supported academically. The principal oversees standardized testing.

Assistant Principal (Mrs. Allyson Prince): Mrs. Prince supports the principal Mrs. Barton-Buggs in all

administrative duties listed above. Together the principal and the assistant principal serve as the instructional leaders on campus. The assistant principal participates in Child Study Team meetings, monitors the MTSS process, facilitates data meetings, participates in common planning and provides teachers with actionable feedback. She monitors the implementation of CHAMPS, the New Teacher Orientation Program, and the effectiveness of all after-school programs.

Dean (Mr. Yirmyah) and Guidance Counselor (Mrs. Mary Wallace): Mr. Yirmyah along with the discipline committee comprised of the principal and assistant principal is responsible for implementing the school-wide discipline/behavior management program. This includes providing professional learning for teachers and code of conduct reviews with the students. The dean provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. The dean along with the guidance counselor facilitates a mentoring program and social skills counseling group. The discipline committee reviews current behavior data and makes recommendations for adjustments based on this data. The dean also serves as a member of the MTSS team to work in collaboration with all parties that serve in the best interest of students. In addition, the dean may act as a liaison with outside agencies that offer support to students and families. The guidance counselor is the school contact for Learning for Life and shares resources on character education that are to be used in all classrooms with all students.

Staffing Specialist (Mrs. Elizabeth Glaser): Mrs. Glaser helps analyze data and assists with determining next steps as a member of the MTSS team. The staffing specialist manages all documents in order for the school to be in compliance with ESE regulations. The staffing specialist may work with the ESE and the ELL support staff to create an appropriate schedule, conducts IEP meetings and staffing meetings. The staffing specialist facilitates collaborative efforts between the classroom teacher, school resource personnel and the parent/s to act in making the best academic and personal decisions regarding individual students. Ensures appropriate placement and monitoring of services for students meeting criteria for exceptional student education programs. Ensure BPIE goals are implemented with fidelity and support the MTSS process by scheduling meetings, working with the school psychologist and MTSS Coach to identify specific student needs.

CCT/ELL Compliance (Mr. Paul Clarke) - Provides research-based suggestions for intervention and instruction to all ESOL teachers. Assists with school screening programs that provide services for children with Limited English Proficiency (LEP) or ESOL status. Assists with data collection, data analysis, and assessments provided to Non-English speakers. Serves as a liaison for parents to help meet students educational needs.

Instructional Coaches Reading/Math/Science/MTSS (Mrs. Tonishia Davila, Mrs. Manning-White, Ms. Deborah Jules) - Major duties include implementing the coaching cycle, facilitating common planning, and analyzing progress monitoring data. The coaches provide guidance on all reading, math and science curriculum lessons as well as provide professional development. The instructional coach facilitates job embedded professional learning through the modeling of lessons, best practices, and providing coaching feedback to teachers to improve their craft based on student data. The instructional coach facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the lesson progressions (grades 3-5), or provides guidance on the teacher lesson plans (grades K-2) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials as well as best practices for initial instruction. This includes both whole group and small group instruction, and interventions. The instructional coach will attend weekly data review meetings with grade level teams, make recommendations for instructional changes, and analyze the effectiveness of curriculum resources. The instructional coach also supports teachers with data

collection and analysis as a member of the MTSS team. Furthermore, the instructional coaches monitor the implementation of interventions by holding data chats with teachers and students, conduct classroom observations, facilitate team meetings, as well as provide professional development to staff on the MTSS process. The instructional coaches are also responsible for coordinating standardized testing.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	15	15	22	15	0	0	0	0	0	0	0	0	90
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	33	39	29	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	33	39	29	0	0	0	0	0	0	0	101

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		1	3	2	18	9	6	0	0	0	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	0	0	0	11	0	0	0	0	0	0	0	0	0	11

Date this data was collected

Tuesday 7/10/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	21	20	22	18	10	9	0	0	0	0	0	0	0	100
One or more suspensions	0	0	1	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	3	7	15	10	2	11	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	44	25	39	0	0	0	0	0	0	0	108

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	5	12	4	12	0	0	0	0	0	0	0	37

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	20	22	18	10	9	0	0	0	0	0	0	0	100
One or more suspensions	0	0	1	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	3	7	15	10	2	11	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	44	25	39	0	0	0	0	0	0	0	108

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	5	12	4	12	0	0	0	0	0	0	0	37

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA 4th grade - 32%

Based on the Florida Standards Assessment data for Spring 2018 above, ELA performed the lowest with 4th grade at 32%. Prior year's Florida Standards Assessment data also showed that students performed lower in ELA than math or science with more than 60% of students reading below state proficiency standards in grades 3-5.

Which data component showed the greatest decline from prior year?

Math 4th grade - 45% (2017-2018)
Math 4th grade - 61% (2016-2017)

Based on the Florida Standards Assessment data for Spring 2018 above, ELA 4th grade reflected a 15 percentage point decline and math 4th grade reflects a 16 percentage point decline from prior year.

Which data component had the biggest gap when compared to the state average?

ELA 4th grade - 32%
State 4th grade - 62%

Based on the Florida Standards Assessment data for Spring 2018 above, ELA 4th grade had the biggest gap with a 30% point difference.

Which data component showed the most improvement? Is this a trend?

Science 5th grade - 51% (2017-2018)
Science 5th grade - 47% (2016-2017)

Based on the Statewide Science Assessment data for Spring 2018 above, science showed the most improvement with a 4% point increase. Prior year's Science Statewide Assessment data showed that students performance in science has improved up from 21% in 2015 to 51% in 2018 reflecting a 30 percentage point increase over the 3 year period.

Describe the actions or changes that led to the improvement in this area.

Specific actions that led to the improvement in this area are:

1. Weekly science common planning and coaching support - purposeful planning with deconstructing standards, examining item specifications, and content limits for each content area cluster, studying the lesson progressions, and targeted vocabulary instruction.
2. Identifying best practice instructional strategies - identifying critical content, chunking content, and helping students practice and deepen new knowledge.
3. Analyzing assessment data, looking at areas of deficiency and using data chats to motivate and encourage students.
4. Providing differentiated support for targeted students daily.
5. Providing teachers with bi-monthly content area professional development focusing on hands-on labs.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	56%	56%	35%	53%	52%
ELA Learning Gains	47%	55%	55%	46%	52%	52%
ELA Lowest 25th Percentile	54%	48%	48%	42%	42%	46%
Math Achievement	54%	63%	62%	42%	56%	58%
Math Learning Gains	50%	57%	59%	52%	54%	58%
Math Lowest 25th Percentile	50%	46%	47%	41%	41%	46%
Science Achievement	51%	55%	55%	41%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23 (21)	15 (20)	15 (22)	22 (18)	15 (10)	0 (9)	90 (100)
One or more suspensions	0 (0)	0 (0)	1 (1)	0 (2)	0 (1)	0 (1)	1 (5)
Course failure in ELA or Math	0 (3)	0 (7)	0 (15)	33 (10)	39 (2)	29 (11)	101 (48)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (44)	39 (25)	29 (39)	101 (108)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	55%	-16%	57%	-18%
	2017	34%	57%	-23%	58%	-24%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	25%	54%	-29%	56%	-31%
	2017	47%	57%	-10%	56%	-9%
Same Grade Comparison		-22%				
Cohort Comparison		-9%				
05	2018	39%	55%	-16%	55%	-16%
	2017	38%	51%	-13%	53%	-15%
Same Grade Comparison		1%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	61%	-5%	62%	-6%
	2017	58%	63%	-5%	62%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	40%	62%	-22%	62%	-22%
	2017	61%	64%	-3%	64%	-3%
Same Grade Comparison		-21%				
Cohort Comparison		-18%				
05	2018	51%	59%	-8%	61%	-10%
	2017	44%	56%	-12%	57%	-13%
Same Grade Comparison		7%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	53%	-6%	55%	-8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	38		15	21						
ELL	19	54	58	45	59	73	18				
BLK	39	46	56	52	50	52	50				
HSP	42	55	60	61	53		50				
WHT	23			54							
FRL	40	46	47	55	49	48	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	50		29	50	45					
ELL	18	57	64	50	71	64	25				
BLK	40	54	56	57	70	60	43				
HSP	35	62		54	76		64				
WHT	47	50		63	73						
FRL	41	54	57	57	71	61	47				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student achievement will increase as a result of building teacher capacity in standards-based instruction.
Rationale	Spring 2018 Florida Standards Assessment data indicated a decline in levels of proficiency. This data indicates a need for teachers to increase their knowledge and understanding of standards-based instruction in ELA, Mathematics, and Science.
Intended Outcome	Teachers will become highly effective as they become more knowledgeable in content area standards and pedagogy as measured by iObservation and observed through daily classroom walkthroughs. Our students will achieve level 3 and above proficiency as measured by iReady (K-2) and FSA (3-5) as follows: 1. ELA achievement - 50% proficiency which reflects an increase of 11 percentage points. 2. Math achievement - 66% proficiency which reflects an increase of 10 percentage points. 3. Science achievement - 56% proficiency which reflects an increase of 5 percentage points.
Point Person	Tamara Barton-Buggs (tamara.barton@ocps.net)
Action Step	
Description	1. Common planning for Reading, Mathematics, and Science will be facilitated weekly by academic coaches with the support of administration. 2. Standards will be deconstructed to determine teacher actions and student actions during instructional delivery. Resources including lesson progressions will be selected and aligned to standards. Student learning styles, engagement, and instructional needs will be planned for to include DPLC initiatives. 3. Differentiated professional development will be provided to all teachers. 4. Coaching support with actionable feedback and modeling will be provided to all teachers.
Person Responsible	Tamara Barton-Buggs (tamara.barton@ocps.net)
Plan to Monitor Effectiveness	
Description	Academic coaches and administration will: 1. Provide guidance and oversight during common planning. 2. Conduct daily classroom walkthroughs to see evidence of effective delivery of lessons and provide constructive feedback to teachers. 3. Analyze formative student assessment data and iObservation data and create an action plan to address the deficits.
Person Responsible	Tamara Barton-Buggs (tamara.barton@ocps.net)

Activity #2	
Title	Student achievement will increase as a result of implementation of the MTSS process with fidelity.
Rationale	Spring 2018 Florida Standards Assessment data reflected a decline in student achievement in Reading and Mathematics in the lowest 25%.
Intended Outcome	Teachers will increase student achievement in the lowest 25% in Reading, and Mathematics by using data to provide effective differentiated intervention and enrichment instruction to meet individual students' needs. Closely monitoring data will allow teachers and administrators to make changes to the instructional plan in a timely manner. The intended outcomes will be an improvement in student learning gains in the bottom quartile in Reading and Mathematics for students in grades K-5 as follows: <ol style="list-style-type: none">1. Reading learning gains in the lowest 25% will increase by 10 percentage points.2. Mathematics learning gains in the lowest 25% will increase by 10 percentage points.
Point Person	Tamara Barton-Buggs (tamara.barton@ocps.net)
Action Step	
Description	Action steps are as follows: <ol style="list-style-type: none">1. Coaches will provide professional development for teachers on how to use weekly progress monitoring data (iReady, ORFs, common assessments, PMAs, exit tickets, class work) to adjust their daily instructional practice and formulate groupings.2. The leadership team will conduct bi-weekly MTSS data meetings to review formative assessment data in Reading, Mathematics, and Science and create an action plan for addressing deficiencies and meeting the students' learning needs.3. Administrators will create a Foundational Basic Skills framework and hold teachers accountable for using the framework daily by conducting daily walkthroughs and providing actionable feedback.4. Administrators and coaches will provide for opportunities for teachers to observe their colleagues using differentiated instruction as part of the coaching cycle.
Person Responsible	Tamara Barton-Buggs (tamara.barton@ocps.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Administrators along with coaches will conduct classroom walkthroughs to observe teachers providing differentiated instruction.2. Bi-weekly data/MTSS data meetings will be conducted to support teachers with the process of analyzing data and placing students in fluid groupings to ensure that we are meeting our students learning needs especially our sub-groups.
Person Responsible	Tamara Barton-Buggs (tamara.barton@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Family and community partnerships are developed through numerous activities and initiatives. A major goal for the 2018-2019 school year is to increase parental involvement. Our Parent Engagement Liaison, Mrs. Jacqueline Johnson, will be responsible for coordinating all community-school events. She will work in collaboration with our parents to focus on disseminating important information to all families.

All faculty and staff will make a concentrated effort to encourage all children and parents to participate in one or more school events during the academic year by providing incentives such as a raffle drawing for parents and students in attendance. Parents will be encouraged to become volunteers during Meet the Teacher, Open House, Family Day, etc. Parents will have the opportunity to register to become a volunteer at a station set up in the Media Center. We will also launch our "Parent of the Month" initiative within the course of this school year. Teachers will keep parents informed of their child's progress by updating the child's planner regularly, using email communication, sending home samples of student work with feedback on a weekly basis, weekly sunshine phone calls, as well as encourage parents to log in to ProgressBook to view students' grades.

Orlo Vista Elementary enjoys a long-standing partnership and will continue to work with local businesses in supporting our students and teachers. Community partners have committed to contributing school supplies, food and clothing, holiday gifts, Thanksgiving baskets, eyeglasses, and mentoring. Community partners such as Florida Hospital, Orlando Fire Department, and Lockheed Martin will be invited to share their careers with students throughout the year.

This year we will participate in the district's Read2Succeed program. Through this program, the school receives tutors who work weekly with students in second grade to improve their reading fluency and motivation to read.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

To ensure the social-emotional needs of all students are being met, Orlo Vista Elementary utilizes the Multi-Tiered

Systems of Support (MTSS) process. A child study team meets to problem solve difficulties that students and teachers are experiencing. The team develops a comprehensive plan of supports and interventions to scaffold a child's success. The interventions are implemented and data is collected to determine its effectiveness.

Orlo Vista Elementary offers many wrap-around services in order to help to reduce and/or eliminate possible

barriers to learning. For instance, all school staff are encouraged to select one child to mentor throughout the year. Mentors are also recruited from the community. Our dean of students, our guidance counselor, and our ESE resource teacher also work with individual students and/or targeted groups of students to facilitate social skills groups. These groups may include: peer interactions, coping skills, and anger management. The dean acts as a liaison between the school and families regarding behaviors and social skills. The guidance counselor is the school's point of contact for Lakeside Counseling services. The dean ensures that families are connected to the proper resources if students exhibit behaviors that may benefit from counseling services. Our school health assistant works with our community partners to offer vision and dental screenings free of charge to the students.

Orlo Vista also has both a Love Pantry and a uniform pool for families in need of assistance. Orlo Vista utilizes The Learning for Life character development program. This program provides resources and

support for teaching about positive character traits with character education lessons. Each month there is a different character trait that is taught and reinforced in the classrooms. The guidance counselor provides teachers with lessons and resources for each character trait.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

A strong early childhood education sets the foundation for a successful school career. Orlo Vista Elementary hosts a full day Pre-Kindergarten program designed to ready four year olds for kindergarten the following year. The Pre-K classroom has a highly-qualified certified teacher and a para-professional who has been working with our Pre-K students for over 10 years.

The Pre-K Program offers students a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten. Parents and incoming Pre-K students are invited to attend "Meet the Teacher" before the first day of school. In addition, they are encouraged to enjoy breakfast with their child and stay for a reading activity on the first day of school. This allows the students the chance to get acclimated to the school environment and decrease school anxiety before separating from their parents. The goal is to enhance cognitive, social, emotional, physical and intellectual development. Collaboration between the Pre-K teacher and kindergarten teachers is conducted daily through their planning sessions to ensure that there is a smooth transition from Pre-K to Kindergarten and that our students are academically, socially, and emotionally ready. Vertical articulation and planning are conducted between the Pre-K teacher and kindergarten teachers. Transition classes are offered at the end of the school year for Pre-K students going into kindergarten. The Pre-K teacher is involved in professional development opportunities for instructional strategies to meet the needs of their students.

Orlo Vista Elementary has a close eye on the students who were promoted to fourth grade due to good cause, despite scoring a level one on the FSA Reading Assessment. We are aware that these students may continue to struggle if not afforded the opportunity of extra support systems. These students are placed with similar students for intensive support during both the intervention block and the extra hour of reading at the end of the day. Depending on their ORF data, progress monitoring assessment, and iReady diagnostic data, these students will be placed in a group with a lower teacher to student ratio and they will be using the OCPS mandated reading intervention program. These students will also be invited to attend our Saturday school and After-School Tutoring programs which will focus on reading in the content areas and our morning computer lab time for extra reading and mathematics practice on iReady.

Fifth grade students visit their zoned middle schools and guidance counselors from the middle schools visit our school towards the end of the school year to ensure a smooth transition. Student data is also shared with the middle schools in an effort to place students in appropriate classes. Mentoring programs are available for all 5th graders. The sheriff's department also provides the drug prevention program called MAGIC.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Orlo Vista is committed to providing high quality instruction and interventions are matched to students' needs. This will be accomplished by common, collaborative planning and the frequent analysis of student data in order to make decisions about any necessary changes to instruction and intervention. Orlo Vista Elementary's classroom instructional non-negotiables include high quality small group instruction, student accountable talk, standards-aligned centers, utilizing interactive notebooks,

maximizing instructional minutes and teaching appropriate behavior using CHAMPS.

The Leadership Team is responsible for overseeing the school-wide Tier 1, Tier 2, and Tier 3 curriculum, materials, resources, and interventions in an effort to decrease the achievement gap and to meet the academic needs of all students. Resources, including time, materials and personnel, are allocated based on the needs demonstrated on student formative and summative assessments.

Title I Part A: Services are used to fund after-school and Saturday school tutoring programs for students that need additional instructional support. The school allocates the remainder of the funds to be used for staff development, instructional materials, and parental involvement activities.

Title II: Title II funds which are used for staff development activities that are designed to improve student achievement and instruction. These funds will be used to provide staff development.

Title III: Resources and materials are provided by the district to increase academic achievement of ELL students. Any additional funds are distributed to the school for purchase of instructional materials and to assist in the funding after-school and Saturday tutoring programs.

Title X: The district and school-based personnel provide resources such as clothing, school supplies, food, and social services referrals for students identified as homeless (under the McKinney-Vento Act). The goal is to eliminate educational barriers that prevent students from receiving appropriate educational services.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Quality college readiness strategies and methodologies are being embedded daily in classrooms to reinforce study skills, organizational skills, parental involvement, and post-secondary awareness. Our school participates in Teach-In, when professionals “take over” each classroom for a day to discuss careers and what it takes to ready oneself for various careers. On Fridays teachers promote college awareness by wearing t-shirts from their alma maters. We have also designated hallways with college paraphernalia to promote college and career awareness. Orlo Vista encourages businesses to adopt a classroom so that an ongoing relationship can be developed between the students and a group of professionals.

Part V: Budget

Total:	\$2,018.00
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