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# Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

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

## Demographics

**Principal: Jennifer Lawrence**

Start Date for this Principal: 6/2/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (43%) 2017-18: C (49%) 2016-17: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**Purpose and Outline of the SIP**

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

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# Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

## School Board Approval

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## 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.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

**Provide the school's vision statement.**

To ensure every student has a promising and successful future

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Flores, Raquel	Principal	<p>Mrs. Flores is responsible for ensuring that all students in the school receive high quality instruction that is based on the grade level standards established by the state of Florida. This task is accomplished through classroom visits followed by actionable feedback and/or coaching to the teacher. Mrs. Flores enables her leadership team to work with the classroom teachers during the planning process to ensure that standards-aligned instruction is the focus and that all teachers on the grade level are prepared to teach daily. The principal closely monitors student progress and regularly meets with leadership and grade level teams to discuss school-wide, grade level, and individual student data. Mrs. Flores supports the success of all students, attends a wide range of school events, and maintains a student-centered climate of rigor and professionalism.</p>
Lawrence, Jennifer	Assistant Principal	<p>Mrs. Lawrence supports the Principal in ensuring all students receive high quality, standards-aligned instruction. She conducts classroom observations and assists grade levels with planning and executing lessons. She also works with teachers to develop and implement common assessments and to analyze test results. Mrs. Lawrence supports students' success through communication of high expectations, analysis of data and monitoring of progress. She supports the work of the Dean in handling discipline issues and the School Counselor in the threat assessment process. Mrs. Lawrence is an active participant in the MTSS process and participates in monitoring individual student progress. The Assistant Principal is also the school's Skyward coordinator and manages the scheduling of students.</p>
Burgos, Albert	ELL Compliance Specialist	<p>Mr. Burgos is responsible for the testing, placement, and monitoring of ESOL students. He conducts meetings with parents to discuss placement, re-evaluations, unsatisfactory progress, and exiting of the program. Mr. Burgos works with classroom teachers to ensure they understand the accommodations that ESOL students should receive. He ensures that the school is in full compliance with all state and federal mandates relating to the education of ELL students. Mr. Burgos also serves as our Local Education Agency representative. In this role he ensures that students are identified, evaluated, and placed into an appropriate ESE program if needed. He works with teachers to help them understand the accommodations these students should receive and monitors their progress throughout the year. Mr. Burgos also strives to promote the school through the use of social media.</p>
Guarino, Joseph	Curriculum Resource Teacher	<p>Mr. Guarino supports the school administrators in a variety of ways. First, he ensures that classroom teachers have the instructional materials they need to be successful. He manages the textbook inventory and orders textbooks and instructional resources in alignment with the instructional standards established by the state of Florida. Mr. Guarino also manages the school's Canvas page including the master calendar and website. He provides administrators with up-to-date data for analysis and manages all</p>

Name	Position Title	Job Duties and Responsibilities
		<p>testing for the school. Mr. Guarino maintains critical files such as schedules, maps, and data tracking. Finally, Mr. Guarino coordinates the identification of students eligible for 504 plans. He meets with parents and teachers to establish the plans and ensures that teachers implement the accommodations described therein.</p>
Neal, Tyrone	Dean	<p>Mr. Neal attends to the discipline needs of the school and works with teachers, students, and families to address concerns that impact a safe, effective learning environment. Mr. Neal is instrumental in promoting CHAMPS in all areas of the school. When necessary, Mr. Neal disseminates discipline referrals and monitors any applicable consequences. He oversees the MTSS behavior framework at the school and is a member of the Threat Assessment Team. In addition to these duties, Mr. Neal coordinates the safety drills for the school.</p>
MacDonald, Gabriela	Instructional Coach	<p>Ms. MacDonald supports teachers at all grade levels to ensure that high quality, standards-aligned instruction takes place daily in all subjects. She participates in team planning and engages teachers in coaching cycles as needed. Ms. MacDonald creates the instructional focus calendars for each subject and guides teachers in using available resources to plan lessons that align with the scope and sequence of instruction. She provides professional development for teachers to increase the use of effective instructional strategies throughout all phases of teaching. Ms. MacDonald serves as the lead mentor at Orlo Vista to provide extra support for teachers who are new to the school or profession.</p>
Spata, Amy	School Counselor	<p>Ms. Spata provides small group and individual student counseling on campus. She offers a variety of groups to meet students' needs as well as whole group lessons using the Child Safety Matters program. Throughout the year, Ms. Spata coordinates various school-wide events in support of character trait development and locally and nationally recognized initiatives. She looks for ways to include Social Emotional Learning as a strategy to improve students' academic performance. Finally, Ms. Spata is a member of the Threat Assessment Team and attends monthly meetings to keep the school-based team informed of students in crisis.</p>
Knight, Erika	Parent Engagement Liaison	<p>Ms. Knight's primary role is to help parents play an active role in their children's education. Ms. Knight utilizes a variety of methods to provide support to parents including whole group workshops, links to online resources for groups of parents, and individualized guidance based on needs. Ms. Knight's work is critical to the success of the school and supports the OCPS mission to lead students to success with the support of families.</p>
Burrage, Irish	Other	<p>Ms. Burrage serves as an ELA resource teacher and supports teachers in grades K-2. She participates in team planning and ensures that the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teachers have the materials they need and know how best to use them. Ms. Burrage is also instrumental in the MTSS process in grades K-2 and assists teachers with the planning and monitoring of intervention services.</p>
Nemeroff, Beth	Other	<p>Ms. Nemeroff provides instructional support for Math and Science. She assists in the planning of lessons aligned to math and science standards established by the state of Florida. Ms. Nemeroff helps teachers focus on those science standards that are tested on the 5th grade Florida Comprehensive Assessment Test for science but are taught in earlier years to ensure students are well prepared for the assessment. She ensures that classroom assessments are written to the standards to ensure data collected provides an accurate picture of student performance in relation to the standards.</p>

**Demographic Information**

**Principal start date**

Wednesday 6/2/2021, Jennifer Lawrence

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Total number of teacher positions allocated to the school**

55

**Total number of students enrolled at the school**

481

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

18

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

24

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 7/13/2021

**2020-21 - 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	
Number of students enrolled	24	78	91	73	91	84	0	0	0	0	0	0	0	441
Attendance below 90 percent	3	12	17	10	25	6	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	0	4	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	8	11	5	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	6	9	1	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	26	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	12	0	0	0	0	0	0	0	24

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	17	13	0	0	0	0	0	0	0	34

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - 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	
Number of students enrolled	24	78	91	73	91	84	0	0	0	0	0	0	0	441
Attendance below 90 percent	3	12	17	10	25	6	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	0	4	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	8	11	5	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	6	9	1	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	26	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	12	0	0	0	0	0	0	0	24

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	17	13	0	0	0	0	0	0	0	34

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	57%	57%	39%	56%	56%
ELA Learning Gains				49%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile				41%	52%	53%	54%	48%	48%
Math Achievement				48%	63%	63%	54%	63%	62%
Math Learning Gains				56%	61%	62%	50%	57%	59%
Math Lowest 25th Percentile				39%	48%	51%	50%	46%	47%
Science Achievement				37%	56%	53%	51%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	26%	55%	-29%	58%	-32%
Cohort Comparison						
04	2021					
	2019	39%	57%	-18%	58%	-19%
Cohort Comparison		-26%				
05	2021					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	62%	-21%	62%	-21%
Cohort Comparison						
04	2021					
	2019	47%	63%	-16%	64%	-17%
Cohort Comparison		-41%				
05	2021					
	2019	49%	57%	-8%	60%	-11%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	54%	-21%	53%	-20%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

We reviewed i-Ready Diagnostic Testing from grades 1-5 along with Progress Monitoring Activity data for grade 5 science.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/69 20%	18/72 25%	29/73 40%
	Economically Disadvantaged	12/57 21%	15/58 26%	24/59 41%
	Students With Disabilities	0/3 0%	0/3 0%	0/3 0%
	English Language Learners	2/19 11%	3/21 14%	4/22 18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/69 22%	14/72 19%	26/73 36%
	Economically Disadvantaged	13/57 23%	12/28 58%	32/59 39%
	Students With Disabilities	0/3 0%	0/3 0%	0/3 0%
	English Language Learners	2/19 11%	2/21 10%	4/22 18%
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/75 7%	11/78 14%	22/77 29%
	Economically Disadvantaged	4/57 7%	5/60 8%	17//59 29%
	Students With Disabilities	0/3 0%	0/3 0%	0/3 0%
	English Language Learners	1/27 4%	4/27 15%	7/27 26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/75 3%	14/72 19%	26/73 36%
	Economically Disadvantaged	1/57 2%	4/60 7%	9/57 16%
	Students With Disabilities	0/3 0%	0/3 0%	0/3 0%
	English Language Learners	1/27 4%	2/27 7%	5/26 19%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/68 7%	6/73 8%	12/72 17%
	Economically Disadvantaged	3/55 5%	5/59 8%	9/58 16%
	Students With Disabilities	0/4 0%	0/5 0%	0/5 0%
	English Language Learners	2/24 8%	0/26 0%	3/26 12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/68 1%	2/73 3%	15/71 21%
	Economically Disadvantaged	0/55 0%	1/59 2%	9/57 16%
	Students With Disabilities	0/4 0%	0/5 0%	0/5 0%
	English Language Learners	0/24 0%	0/26 0%	7/26 27%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/84 10%	8/86 9%	11/85 13%
	Economically Disadvantaged	7/67 10%	6/69 9%	8/68 12%
	Students With Disabilities	0/5 0%	1/6 17%	1/7 14%
	English Language Learners	0/25 0%	0/26 0%	1/26 4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/84 4%	6/83 7%	15/86 17%
	Economically Disadvantaged	2/67 3%	5/69 7%	12/69 17%
	Students With Disabilities	0/5 0%	0/6 0%	0/7 0%
	English Language Learners	1/25 4%	1/25 4%	3/26 12%

Grade 5				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	2/78 3%	5/80 6%	9/79 11%
	Economically Disadvantaged	1/59 2%	4/61 7%	6/60 10%
	Students With Disabilities	0/3 0%	0/3 0%	0/3 0%
	English Language Learners	1/21 5%	1/22 5%	1/22 5%
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	2/76 3%	6/79 8%	16/80 20%
	Economically Disadvantaged	0/58 0%	4/60 7%	12/60 20%
	Students With Disabilities	0/3 0%	0/3 0%	0/3 0%
	English Language Learners	0/21 0%	1/22 5%	1/22 5%
	Number/% Proficiency		Fall	Winter
Science	All Students	19/79 24%	25/80 31%	29/79 37%
	Economically Disadvantaged	12/58 21%	16/57 28%	19/56 34%
	Students With Disabilities	0/3 0%	0/3 0%	0/3 0%
	English Language Learners	1/20 5%	5/23 22%	4/22 18%

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD											
ELL	21	47		33	31		13				
BLK	23	37	27	35	25		39				
HSP	33	56		44	50		44				
FRL	23	35	29	32	25	13	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	3	12		13	47	38					
ELL	33	47	33	48	50	30	27				
BLK	31	49	42	47	55	40	36				
HSP	41	48		60	64		38				
WHT	22	40		39	50						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	29	50	48	49	56	38	36				
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	8
Percent Tested	97%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

The 2020-2021 progress monitoring data from i-Ready shows that no grade levels achieved 50% satisfactory performance in either English Language Arts (ELA) or math. State testing data from 2019 reflects this lack of achievement in grades 3-5. In general, performance on ELA assessments has been lower than in Math. The Students with Disabilities (SWD) subgroup significantly underperformed all other groups on the 2019 state assessments, the 2020-2021 i-Ready diagnostics, and the 2020-2021 grade 5 Progress Monitoring Activities for science.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The 2019 state assessment data shows that just 3% of Students with Disabilities (SWD) scored at the satisfactory level or above on the Florida Standards Assessment (FSA) for English Language Arts (ELA). Additionally, just 13% of the SWD subgroup scored at the satisfactory level on the math FSA. Furthermore, only 12% of students in the SWD subgroup made adequate learning gains on the FSA ELA while 47% demonstrated learning gains on the math FSA. Just 38% of the bottom 25% of students in the SWD group made learning gains on the math FSA. The 2020-2021 progress monitoring data shows that just 8% of SWD in grades 1-5 ended the year on level in reading and 4% in math. Every Student Succeeds Act (ESSA) subgroup data also identifies the White subgroup as performing below the 41% threshold on the 2019 assessments, with 22% and 39% scoring at the satisfactory level on FSA ELA and math respectively. Although the SWD and White subgroups did not meet the ESSA threshold, 2020-2021 progress monitoring data reveals that only 26% of all students in grades 1-5 ended the year on level in reading and math, therefore, learning gains and achievement need to be closely monitored school-wide.

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

Disrupted learning likely played a role in 2020-2021 progress monitoring data with students moving between in person and at home learning. For improvement to happen, we must implement a tighter system for identifying, placing, and monitoring progress within the MTSS tiers of instruction.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math learning gains showed the most growth in the 2019 state assessment data at 56%. Math achievement showed the greatest growth amongst grade levels in the 2020-2021 progress monitoring data with an increase from 6% at the beginning of the year to 22% at the end of the year.

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

In order to improve math scores at Orlo Vista, teachers were placed on a coaching cycle based on needs of pedagogy and/or student needs. Small groups were implemented as pull-outs and paras were used for pushing in. Weekly math "problems of the day" were given to teachers for students to participate in school-wide Friday events with incentives for winners. During specials on Fridays, students in grades 2-5 completed a grade-level multiplication fluency task comprised of 50 questions based on level of proficiency. Closer to FSA, students completed math packets that provided practice

with current math standard questions as well as previous standards. A select group of 3rd-5th graders was chosen to compete among other schools. Additionally, students were fluency checked with math cards to improve math automaticity.

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

Teachers will need to incorporate essential prior grade level standards and skills at the right time in order to support student learning of the current grade level standards. In order to do this, teachers will need to identify the prerequisite knowledge and skills that are required for proficiency on the current grade level standards. Teachers will intentionally incorporate these critical skills into current grade level instruction during extra hour and small group, teacher-led instruction during the reading and math blocks.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The instructional coach and other members of the leadership team will participate in common planning meetings to guide teachers in the identification and inclusion of appropriate prerequisite standards and skills when planning to teach grade level content.

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

MTSS framework will be tightened to ensure that students consistently receive the intervention they need to master deficient skills. Once students demonstrate difficulty mastering the content taught in class, the classroom teacher or a resource teacher will assess the students using a diagnostic tool to uncover the deficit skills that need to be strengthened. Instruction targeting these deficit skills will be provided during the allotted intervention time for reading and/or math. Student progress within intervention will be collected and analyzed, allowing for student movement within groups as instructional needs change. The aim is to embed the MTSS framework into the daily work of teachers and staff at Orlo Vista by developing a written protocol that can be replicated year after year.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** After reviewing 2018-2019 FSA data as well as all available progress monitoring data from the 2020-2021 school year, it was determined that the most critical area for improvement at Orlo Vista Elementary is ELA Learning Gains. This was chosen as an area of focus based on the low percentage of students achieving proficiency (33%) and the amount of improvement needed in order for most of the students to attain grade level performance. The path to proficiency is paved with learning gains, therefore making this component the most critical for our school. Teachers will systematically analyze diagnostic data to track individual student progress toward growth and proficiency goals. This data analysis will assist teachers with placing students in learning opportunities that best suit their needs such as intervention, small group instruction, and/or tutoring.

**Measurable Outcome:** 67% of all students in grades 4-5 will demonstrate learning gains as evidenced by the FSA ELA Spring 2022 administration. Additionally, 52% of students in the bottom 25% will demonstrate learning gains as evidenced by the FSA ELA Spring 2022 administration. We will aim to have 50% of Students with Disabilities demonstrate learning gains on the FSA ELA Spring 2022 administration. Finally, 67% of students in grades 1-5 will demonstrate learning gains as evidenced by the i-Ready End of Year Reading Diagnostic test in May 2022.

**Monitoring:** After the initial i-Ready diagnostics are given, teachers will engage in data analysis to determine how much growth is needed for each student on subsequent administrations. K-2 teachers will establish growth goals within i-Ready. Teachers in grades 3-5 will correlate i-Ready diagnostic results to predicted FSA achievement and learning gains. Student progress toward meeting the established growth goals will be analyzed after the middle of the year and end of year diagnostics. Intermittent growth monitoring assessments will also be used. The MTSS framework will be tightened to ensure accountability for tracking, analyzing, and responding to intervention data. Meetings to discuss student progress within the tiers will be scheduled at the beginning of the school year to ensure the process is followed with fidelity.

**Person responsible for monitoring outcome:** Raquel Flores (raquel.flores@ocps.net)

**Evidence-based Strategy:** This year we will strengthen our system for analyzing student data in order to make necessary adjustments that improve student outcomes. Based on data analysis, we will engage students in a variety of instructional opportunities including teacher-led instruction in a small group setting, tutoring, collaborative structures within tier I, and instruction aligned to identified deficit skills within the MTSS framework.

**Rationale for Evidence-based Strategy:** The process of analyzing student data in conjunction with instructional practice to adjust instruction is particularly effective for Students with Disabilities. However, all students will benefit from instructional practices that center on and respond to the needs identified in the data. As we work to build students' missing or incomplete learning, we build the foundation upon which new learning can take place. Research published in February 2021 identified the most effective instructional strategies for struggling readers to be tight MTSS frameworks, cooperative learning structures, small group instruction, and tutoring (Neitzel, A., Lake, C., Pellegrini, M., & Slavin, R. (2021). A synthesis of quantitative research on programs for struggling readers in elementary schools. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.)

**Action Steps to Implement**

Instructional grouping data from the end of the 2020-2021 school year will be shared with teachers. Instructional coach will discuss the implications of the data and generate ideas with the teachers for addressing needs from day one of the 2021-2022 school year. Teachers will be trained on the use of intervention materials and data collection process.

**Person Responsible** Gabriela MacDonald (gabriela.soto@ocps.net)

After each i-Ready diagnostic, instructional coach and/or AP will conduct professional development in which teachers will analyze the data. Goals for student growth within i-Ready and in correlation to FSA will be established. Teachers will conduct student data conferences to share goals and progress with students. Teachers will complete graphs to show each student's progress toward their growth goal and proficiency.

**Person Responsible** Jennifer Lawrence (jennifer.lawrence@ocps.net)

Instructional coach will conduct MTSS tier II meetings with teachers. Adjustments to student placement and/or instructional practices will be made accordingly. Students will be referred to tier III as needed.

**Person Responsible** Gabriela MacDonald (gabriela.soto@ocps.net)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** After reviewing the 2018-2019 FSA data as well as all available school data for 2020-2021, it was determined that Math achievement is an area in need of improvement. The 2018-2019 FSA data shows that 48% of students performed at or above grade level expectations in Math. The 2020-2021 progress monitoring data shows that no more than 39% of any subgroup at any grade level performed at or above grade level expectations in math. Low percentages in achievement indicate a need to increase teacher expertise in the content in order to improve tier I instruction.

**Measurable Outcome:** 66% of students will demonstrate proficiency with grade level math standards as evidenced by the Spring 2022 FSA Math assessment or i-Ready End of Year math assessment.

**Monitoring:** Data meetings will be held to discuss data from common assessments given in the classroom. Students who do not demonstrate adequate performance will receive additional support during the math intervention block. Additionally, individual student goals for achievement will be established and tracked using data from the initial i-Ready diagnostic test.

**Person responsible for monitoring outcome:** Raquel Flores (raquel.flores@ocps.net)

**Evidence-based Strategy:** This year we will strengthen our system for analyzing data and instructional practices in order to make necessary adjustments that improve student outcomes. We will engage students in a variety of instructional opportunities including teacher-led instruction in a small group setting, tutoring, collaborative structures within tier I, and instruction aligned to identified deficit skills within the MTSS framework. Teacher capacity will increase through professional development opportunities focused on effective execution of standards-aligned instruction and coaching cycles.

**Rationale for Evidence-based Strategy:** Teachers must become adept at infusing the proper prerequisite skills and standards with current grade level material in order to accelerate learning. Many teachers spend too much time remediating students' lack of prior knowledge by explicitly teaching below grade level standards and skills that are not related to the current grade level standards of instruction. To accelerate student achievement, we must help teachers identify and teach those prerequisite standards and skills that best work in conjunction with on grade level standards. This work will take place in weekly common planning meetings facilitated by leadership team members.

**Action Steps to Implement**

The instructional coach and Math/Science resource teacher will work with grade level teams during common planning to identify critical prerequisite math skills and standards which students may lack. Teacher teams will determine how to incorporate instruction of these skills and standards without replacing the current grade level standards. Planning meetings will happen weekly beginning the week of pre-planning.

**Person Responsible:** Gabriela MacDonald (gabriela.soto@ocps.net)

Members of the leadership team will guide teachers to analyze tier I math data in order to adjust instruction. Data meetings will take place monthly.

**Person Responsible:** Raquel Flores (raquel.flores@ocps.net)

The Instructional Coach and/or AP will guide teachers in an analysis of i-Ready math diagnostic data in order to establish growth goals toward proficiency. Following each diagnostic administration, teachers will track each student's progress toward individual growth goals and proficiency with i-Ready and/or correlated to FSA.

**Person Responsible** Jennifer Lawrence (jennifer.lawrence@ocps.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** We will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: ELA Learning Gains and Math Achievement; increase family engagement by providing opportunities for them to learn how to work with their children's social and emotional needs.

**Measurable Outcome:** 75% of students will answer favorably to questions relating to school climate and sense of belonging on the 2022 Panorama survey. 75% of families will answer favorably to questions relating to barriers to engagement and school climate on the 2022 Panorama survey. Devereux Student Strengths Assessment (DESSA) data will show that 75% of students demonstrate improvement in their SEL characteristics over the course of the 2021-2022 school year.

**Monitoring:** Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

**Person responsible for monitoring outcome:** Amy Spata (amy.spata@ocps.net)

**Evidence-based Strategy:** Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Rationale for Evidence-based Strategy:** In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

**Action Steps to Implement**

We will establish deliberate school SEL supports for families. We will identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to engagement that relate to strengthening communication, building community, and creating connections such as: Building up communication through various platforms including social media and electronic/paper-based newsletters; creating a welcoming environment where family culture and languages are recognized and respected; hosting events, workshops, and opportunities that are relational, connected to family interests and culture, and linked to learning; creating flexible events and opportunities for families to engage in the education process; creating and facilitating opportunities to welcome families and introduce key staff such as Meet the Teacher, Open House, and academic nights.

**Person Responsible** Amy Spata (amy.spata@ocps.net)

We will implement a school-wide curriculum for Social Emotional Learning by following these steps: Ensure a school team receives training on implementation of a school-wide SEL curriculum; create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum; implement a school-wide SEL curriculum.

**Person Responsible** Amy Spata (amy.spata@ocps.net)

We will monitor, measure, and modify the plan through the following steps: Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices; implement a continuous improvement plan for social and emotional learning and leadership that uses cycles of professional learning; evaluate the impact of cycles of professional learning on improvement efforts; monitor, measure, and modify the plan for continuous improvement in social and emotional learning and leadership using data-based instructional leadership to positively impact climate and culture.

**Person Responsible** Raquel Flores (raquel.flores@ocps.net)

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

On the most recent Florida Standards Assessment (FSA), data indicate that 74% of students scored below a level 3 in English Language Arts (ELA).

**Measurable Outcome:** The 2022 ELA FSA will show an increase of at least 24 percentage points from 26% to 50%.

**Monitoring:** School-wide progress toward proficiency goals will be monitored systematically throughout the school year using i-Ready Diagnostic tests, i-Ready Growth Monitoring, District Standards Based Assessments, District K-2 Foundational Unit Assessments, and classroom observations.

**Person responsible for monitoring outcome:** Raquel Flores (raquel.flores@ocps.net)

**Evidence-based Strategy:** Teach students how to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence.

This selected instructional practice has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding.

**Rationale for Evidence-based Strategy:** [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf#page=28](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28)

The strategy was selected because data indicate that a large number of students lack the ability to decode words, particularly in the later grades when advanced phonics skills are needed. We will use the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program to fill gaps and accelerate our students' phonics skills.

**Action Steps to Implement**

We will strengthen the common planning process by ensuring that teacher groups meet regularly with support of a coach or resource teacher. Agendas for each meeting will be prepared ahead of time with the intentional focus on how to teach upcoming standards. Teachers/coaches will model aspects of the lessons to demonstrate effective instructional strategies. In K-2 we will focus on direct instruction strategies for phonemic awareness and phonics. Upper grades will target using phonics skills when reading connected text.

**Person Responsible** Raquel Flores (raquel.flores@ocps.net)

Classroom walkthroughs and observations will be conducted. Feedback related to ELA strategies will be provided in writing and in face to face conferences. Follow up visits to inspect implementation of suggested strategies will take place with additional feedback.

**Person Responsible** Raquel Flores (raquel.flores@ocps.net)

MTSS problem solving team will meet regularly to ensure that students are properly identified and placed in the appropriate tier of instruction and that data is used to adjust students' placement in the tiers.

**Person Responsible** Albert Burgos (albert.burgos@ocps.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**In 2019-2020, Orlo Vista ranked very high in the state of Florida for violent behavior incidents. The two categories of violent incidents that were reported were physical attack and threats/intimidation. SEL work within the school can reduce the number of violent behavior incidents that occur on campus. By learning self-regulation and acceptance strategies, students will better understand how to resolve disagreements.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Orlo Vista strives to be a warm, welcoming, and positive place for staff, students, families, and visitors. Our front office staff greets each person who enters the office warmly and works to answer questions or provide resources in a friendly, efficient manner. Grade level teams work together through the intricate process of planning lessons to meet the various needs of our students. This work is supported by members of the leadership team, interventionists, and paraprofessionals who all share the responsibility of ensuring students make learning gains. The relationships built through this work rely on trust and caring. Administrators recognize and thank staff members for their efforts and contributions to student success. Lessons focused on social and emotional learning are intentionally planned and executed in each classroom. These lessons provide students with tools and strategies to manage their emotions and accept others. Orlo Vista has also adopted the Positive Behavior System of CHAMPS which delineates the expected behavior in all areas of campus. Students are recognized for their adherence to this system and for their academic achievements throughout the year. Various events at school aim to increase family engagement in education by providing information, strategies, and resources used to support student success. Some events are academic in nature and strive to help families understand and support student learning. Other events are based on needs identified by families such as dealing with behavior, issues related to social and emotional learning, and language acquisition. We also provide events that are just fun and intended to bring the community into the school for a night of positive interactions. At the end of each day, we want every stakeholder to feel their time spent at Orlo Vista was productive and to look forward to returning to campus whether it be the next day, month, or semester.

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

School administrators promote a positive culture and environment by ensuring that teachers and staff feel safe, accepted, and appreciated. Members of the leadership team work collaboratively with teachers and staff to foster positive, effective interactions for the purpose of increasing student achievement. Teachers and staff members interact with students in ways that build confidence, acceptance, and resiliency. Students learn and apply strategies for positive peer interactions and build relationships through collaboration in the classroom. Families participate in planned activities that provide critical information and strategies they can use to support student success.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>