

Orange County Public Schools

Village Park Elementary



2021-22 Schoolwide Improvement Plan

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Village Park Elementary

12253 LAKE NONA GATEWAY RD, Orlando, FL 32827

[no web address on file]

Demographics

Principal: James Morosetti

Start Date for this Principal: 7/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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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Village Park Elementary

12253 LAKE NONA GATEWAY RD, Orlando, FL 32827

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2020-21
Grade	

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<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
Vazquez Santiago, Aleli	Principal	The Principal will be responsible for cultivating, shaping and ensuring rigorous academic goals for all staff and students. The Principal will problem solve, coach and build capacity in staff to create a positive and effective school culture. The Principal will identify and monitor gaps in instructional practices and provide support in order to assure the school's mission and vision are achieved.
Freiberger, Randolyn Brooke	Other	As the Curriculum Resource Teacher (CRT), Mrs. Freiberger will provide materials and knowledge of content to assure equity among all students and classrooms. She will support the math instructional coach in monitoring the teacher and student use of curriculum and access to culturally responsive texts. As the ELA instructional Coach, Mrs. Freiberger will maintain a knowledge of curriculum and instruction to develop staff and build capacity. As the MTSS coach, Mrs. Freiberger will manage, monitor and ensure fidelity of the MTSS system throughout the school. She will plan and organize teacher and student data to allow students to be successful in all academic areas as well as be a resource for all teachers on a variety of instructional strategies to meet the needs of all student learners.
Pancorbo Guzman, Anabelle	Instructional Coach	The Math and Science Coach will assist in data collection used for MTSS student eligibility. They will monitor implementation of mathematics Florida Standards (MAFS) and coach teachers in instructional practices that facilitate the instructional shifts in mathematics. They will provide instructional guidance during Professional Learning Communities (PLCs) to ensure planning is rigorous and targeted to each tier of students.
Rivera, Johnny	School Counselor	The Guidance Counselor will maintain an understanding of all communication skills, decision making, relationship skills, conflict resolution and goal setting to ensure students receive support and to reduce all barriers to their academic success. The Guidance Counselor will confer with teachers to provide interventions, preventions and behavior modifications that will allow all students to achieve success and participate in rigorous instruction.

Demographic Information

Principal start date

Friday 7/23/2021, James Morosetti

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.*

7

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.*

7

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

594

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

0

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

0

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	8	99	88	77	86	105	0	0	0	0	0	0	0	463
Attendance below 90 percent	4	17	12	11	3	9	0	0	0	0	0	0	0	56
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	

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

Sunday 7/25/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

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	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

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

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					57%	57%		56%	56%
ELA Learning Gains					58%	58%		55%	55%
ELA Lowest 25th Percentile					52%	53%		48%	48%
Math Achievement					63%	63%		63%	62%
Math Learning Gains					61%	62%		57%	59%
Math Lowest 25th Percentile					48%	51%		46%	47%
Science Achievement					56%	53%		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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Village Park Elementary is beginning its inaugural year for Orange County Public Schools.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

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
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
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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Village Park Elementary is beginning its inaugural year for Orange County Public Schools.

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

Inaugural Year

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

Inaugural Year

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

Inaugural Year

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

Inaugural Year

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

Differentiated small group instruction along with co-teaching strategies via coach and/or interventionist will be utilized to accelerate learning.

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.

Professional development in the areas of engagement, social and emotional learning, differentiation of content, acceleration of content, small group instruction and co-teaching will need to be planned and implemented during this inaugural year.

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

Tutoring opportunities will be provided once a data review has occurred for the students attending this new school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Providing teachers with professional development in standards-aligned instruction and tools that assist with instructional practices that support standards-aligned instruction that will increase student exposure to rigorous content and ensure equitable learning for all students. Through differentiation and intentional planning our teachers will work to close the gap between our exceptional education students and their general education peers as well as ensure all students are exposed to rigorous standards-aligned instruction.

Measurable Outcome: The achievement gap between all subgroups will remain closed and the exceptional students education students will achieve the same proficiency as their other subgroup peers as well as increase learning gains. Overall ELA proficiency will increase 5% and math proficiency will increase 5%.

Monitoring: Monitoring of standards -aligned instruction, will take place through classroom walk through data, weekly PLC meetings and review of common assessment data. Monitoring of our ESE student's data and academic proficiency will take place through data discussions focusing on the achievement of our identified ESE students.

Person responsible for monitoring outcome: Aleli Vazquez Santiago (aleli.vazquezsantiago@ocps.net)

Evidence-based Strategy: General education teachers will collaborate with Tier III teachers, academic coaches and special education teachers to exchange and share resources that serve students with exceptionalities while maintaining a focus on the measurable outcomes. The collaboration will also include maximizing resources to increase capacity in instructional practices in all classrooms as well as ensure equity in grade levels.

Rationale for Evidence-based Strategy: Village Park has a large number of students receiving Tier II and Tier III support requiring enrichment, intervention and targeted small groups as essential parts of instruction. Improved collaboration between all stakeholders will lead to continued improvement between achievement in subgroups and overall proficiency.

Action Steps to Implement

The leadership team will maintain an intense focus on Tier I instruction and the tiered systems of support provided to all students with a focus on exceptional education students and closing the achievement gap

Person Responsible Aleli Vazquez Santiago (aleli.vazquezsantiago@ocps.net)

Administration will structure Professional Developments (PDs) to provide teachers with education on differentiation effect size and research based tools.

Person Responsible Aleli Vazquez Santiago (aleli.vazquezsantiago@ocps.net)

All teachers will use academic vocabulary and academic discourse to increase student proficiency in all subject areas.

Person Responsible Randolyn Brooke Freiburger (randolyn.freiburger@ocps.net)

Teachers will analyze summative and formative data in all academic areas to adjust differentiation to student needs.

Person Responsible Aleli Vazquez Santiago (aleli.vazquezsantiago@ocps.net)

Teachers will provide targeted instruction for intervention and enrichment.

Person Responsible Randolyn Brooke Freiburger (randolyn.freiberger@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Sustain a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school sustains our culture for social and emotional learning, we will address the following school needs: increase attendance percentage (tardies), increase time engaged with standards aligned instruction, increase student participation in rigorous academic conversation.

Measurable Outcome: The number of students with one early warning indicator will be reduced by 20% and the students with two or more early warning indicators will be reduced by 10% as a result of a continued intense focus on social emotional learning. Student proficiency in grades 3, 4 and 5 will increase by 5% in all subject areas.

Monitoring: Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs. Monitoring will also take place through continuously analyzing attendance data and our internal student of concern form data.

Person responsible for monitoring outcome: Kimberly Elkins (kimberly.elkins@ocps.net)

Evidence-based Strategy: Creating a positive school culture through collaborative efforts among staff, parents and students is key to increasing academic growth for students. By incorporating parents as partners in their children's education as well as increase the opportunities for all stakeholders to better communicate, the school will produce the positive environment needed to foster learning. Parents and community members are invited to join ADDitions, PTA and SAC. Students are encouraged to participate in opportunities that will facilitate the development of enjoyment in the school process, leadership skills and ownership of the school community

Rationale for Evidence-based Strategy: In order for academic success to take place and achievement gaps to be closed we need to foster a learning environment that takes into account the social and emotional wellbeing of all stakeholders. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school.

Action Steps to Implement

Reinforce the existing common language to support a culture of social and emotional learning with stakeholders and students.

Person Responsible Johanny Rivera (johanny.rivera@ocps.net)

Conduct professional learning that integrate academics and social and emotional learning.

Person Responsible Aleli Vazquez Santiago (aleli.vazquezsantiago@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.

Village Park Elementary is beginning its inaugural year for Orange County Public Schools.

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.

In order to maintain a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. The Parent Engagement Liaisons will continue to bridge the community and school culture.

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

Leadership Team Members will create a supportive and fulfilling environment, create learning conditions that meet the needs of all students, create positive relationships with students to ensure success in student learning, and a culture that values trust, respect and high expectations.

Guidance Counselor will take the lead in ensuring the students are supported when having any mental health crisis. Guidance Counselor will hold social skills groups and ensure students are successful in school.

Hospitality Committee will bring a design event/ activities that support the positive school culture and

support the wellness of the staff.

PTA/PTO/SAC will work with school leadership to ensure they are promoting a positive school culture and school environment through funding/supporting activities that will enhance the school's positive culture and enhance student achievement.

Partners in Education will support the school in promoting a positive school culture and school environment by volunteering when needed and opportunities arise.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	390-Other Purchased Services	1161 - Village Park Elementary			\$25,000.00
<i>Notes: Substitutes for teachers to attend additional training</i>						
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	390-Other Purchased Services	1161 - Village Park Elementary	General Fund		\$15,000.00
<i>Notes: Funds to support teacher learning in SEL.</i>						
Total:						\$40,000.00