

Orange County Public Schools

Vista Pointe Elementary



2021-22 Schoolwide Improvement Plan

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Vista Pointe Elementary

6900 MARKET PLACE DR, Orlando, FL 32822

[no web address on file]

Demographics

Principal: Lisa Suggs

Start Date for this Principal: 6/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	100%
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 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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Vista Pointe Elementary

6900 MARKET PLACE DR, Orlando, FL 32822

[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 PK-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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
Suggs, Lisa	Principal	The principal facilitates instructional resource team meetings to discuss instructional practices across campus. The principal also meets weekly with the entire resource team and the school's Parent Engagement Liaison to discuss issues that impact the school as a whole and to discuss Family Engagement Activities. Weekly, the principal collaborates with the instructional resource team as well as grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. Classroom walkthroughs are conducted to ensure instructional practices are aligned to the Florida standards.
Rivera, Maira	Dean	The Dean offers support in the area of behavior. She collaborates with the guidance counselor, the behavior specialist, individual teachers as well as grade level teams to implement positive behavior support systems.
Dimery-Anderson, Gemma	Instructional Coach	The instructional coach works closely with new teachers. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.
Doster, Andrea	Instructional Media	As media specialist and reading support, Ms. Doster monitors and coaches teachers on the use of the core reading program and collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes.
Soutas, Beverly	School Counselor	

Demographic Information

Principal start date

Tuesday 6/29/2021, Lisa Suggs

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.*

2

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

34

Total number of students enrolled at the school

428

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

7

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

3

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	9	74	84	90	77	94	0	0	0	0	0	0	0	428
Attendance below 90 percent	5	4	5	6	1	3	0	0	0	0	0	0	0	24
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	5	9	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
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	3	10	0	0	0	0	0	0	0	13
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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	4	6	4	0	0	0	0	0	0	0	0	14
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Tuesday 6/29/2021

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	20	73	87	103	118	56	0	0	0	0	0	0	0	457
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Attendance below 90 percent	7	14	13	17	16	11	0	0	0	0	0	0	0	78
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One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
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Course failure in ELA	0	0	0	6	14	11	0	0	0	0	0	0	0	31
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Course failure in Math	0	0	0	0	10	9	3	0	0	0	0	0	0	22
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	15	0	0	0	0	0	0	0	28
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Level 1 on 2019 statewide Math assessment	0	0	0	0	9	10	0	0	0	0	0	0	0	19
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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	6	20	10	0	0	0	0	0	0	0	36
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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	1	0	0	0	0	0	0	0	1
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	20	73	87	103	118	56	0	0	0	0	0	0	0	457
Attendance below 90 percent	7	14	13	17	16	11	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	6	14	11	0	0	0	0	0	0	0	31
Course failure in Math	0	0	0	0	10	9	3	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	15	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	10	0	0	0	0	0	0	0	19

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	6	20	10	0	0	0	0	0	0	0	36

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	1	0	0	0	0	0	0	0	1
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.

In grades 1 through grades 5, we use the iReady Diagnostic Assessments for on-going progress monitoring. The iReady Diagnostic Assessment pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student. In grade 5, we use the District's Progress Monitoring Assessment, or PMA, as to assess student knowledge in science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/22%	25/35%	31/41%
	Economically Disadvantaged	7/15%	16/32%	21/40%
	Students With Disabilities	0/0%	1/11%	2/22%
	English Language Learners	3/14%	5/22%	7/28%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/18%	17/24%	33/43%
	Economically Disadvantaged	8/17%	1/11%	23/44%
	Students With Disabilities	0/0%	1/11%	1/11%
	English Language Learners	4/19%	4/17%	10/40%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/25%	30/35%	32/36%
	Economically Disadvantaged	15/23%	21/31%	23/35%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	5/13%	8/21%	12/30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/7%	19/22%	28/32%
	Economically Disadvantaged	6/9%	12/24%	22/34%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/5%	10/26%	12/30%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/27%	28/36%	37/47%
	Economically Disadvantaged	14/25%	22/38%	27/45%
	Students With Disabilities	1/13%	2/25%	2/25%
	English Language Learners	7/21%	11/33%	16/46%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/5%	14/18%	30/38%
	Economically Disadvantaged	2/4%	12/18%	17/28%
	Students With Disabilities	0/0%	0/0%	1/13%
	English Language Learners	1/3%	6/18%	15/43%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/17%	21/23%	25/27%
	Economically Disadvantaged	12/17%	14/19%	17/23%
	Students With Disabilities	0/0%	1/7%	1/7%
	English Language Learners	6/13%	9/19%	10/21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/7%	12/13%	33/35%
	Economically Disadvantaged	5/7%	9/16%	23/31%
	Students With Disabilities	0/0%	8/11%	1/7%
	English Language Learners	2/4%	8/17%	21/44%

Grade 5				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	3/6%	9/16%	10/18%
	Economically Disadvantaged	2/5%	4/10%	6/14%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/3%	4/12%	5/15%
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	1/2%	5/16%	15/27%
	Economically Disadvantaged	1/2%	5/12%	10/24%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	4/12%	5/15%
	Number/% Proficiency		Fall	Winter
Science	All Students	28/51%	20/38%	28/51%
	Economically Disadvantaged	15/38%	11/29%	19/46%
	Students With Disabilities	1/17%	1/14%	0/0%
	English Language Learners	16/44%	11/34%	16/47%

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	26			19							
ELL	54	77	70	64	77		48				
BLK	46			38							
HSP	50	73	64	59	73	82	51				
FRL	47	70		51	68	90	45				
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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - 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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	65
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

All grade levels showed improvement in ELA proficiency from the fall to spring. The highest increase of proficiency for ELA was 20 percentage points and the lowest 10 points. The ED subgroup for proficiency for ELA trended positively as did the ELL subgroup for all grade levels.

For SWD two grade levels (2nd/5th) did not show growth with ELA proficiency.

The overall proficiency for Science remained constant. There were increases among the ED and ELL subgroups. The SWD subgroup showed a decline.

All grade levels showed improvement in Math proficiency from the fall to spring.

The highest increase of proficiency for Math was 33 percentage points
The ED subgroup of math proficiency trended positively and did the ELL subgroups for all grade levels
For SWD two grade levels (2nd/5th) did not show growth with Math proficiency.

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

The data component that demonstrated the greatest needed for improvement based on progress monitoring data is the growth in proficiency in the Students with Disabilities (SWD) subgroup in both reading and math. Compared to growth in proficiency within the other subgroups, the SWD subgroup did not trend positively within all grade levels and remained flat.

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

Based on the progress monitoring data, the SWD subgroup did not show improvement in proficiency from Fall to Spring. We plan on increasing our systematic approach to providing scaffolded supports for all students. Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

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

The data component that demonstrated the greatest improvement based on progress monitoring data is the overall math growth with an average increase in proficiency of 27 percentage points from fall to spring.

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

A contributing factor to improvement in math proficiency included the delivery of standards-based instruction. Teachers also studied math concepts and practice through professional development opportunities. As a result, teachers improved their content knowledge and instructional decision-making.

Last year, we used iReady diagnostic data to develop instructional groups and provide scaffolded support to close gaps in learning or provide enrichment.

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

This year we will continue to implement Standards-based instruction with a focus on understanding and implementation of Marzano Elements to improve our instructional delivery.

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.

Ongoing site-based writing PD will be provided to accelerate ELA learning. Two different book studies will be held throughout the year to improve math content knowledge and delivery of instruction. The goal being to develop a strong foundation of number sense in our students.

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

Ongoing planning and data PLCs will be supported by the instructional coaches and administration. Classroom walkthroughs will be conducted, and coaching feedback provided.

Part III: Planning for Improvement

Areas of Focus:

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

Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

Area of Focus Description and Rationale:

Rationale: 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 emotional learning, we will address student and family needs through:

- Contributing to the healthy emotional development and academic success of students by supporting the incorporation of evidence-based SEL programming into standard educational practice.
- Establishing positive relationships between parents/families and the school through monthly parent workshops, consistent parent communication, and school activities that involve and engage parents/families.

Measurable Outcome:

Outcomes will be monitored and measured through:

- Early Warning Systems indicator data
- Alex Incident/ SESIR data
- Panorama survey data including the following areas: student survey (school climate, sense of belonging), teachers and staff (school climate, school leadership, SEL professional learning), and family members (barriers to engagement, school climate)
- Culture & Climate Continuum data
- DESSA data - assessed 3x throughout the school year

Monitoring:

The following processes and systems will be put into place to monitor the measurable outcome throughout the year:

- Culture & Climate Continuum data
- Classroom walkthrough trend data
- Evaluative instructional and leadership practice observational data
- Qualitative data from students, staff, and families

Person responsible for monitoring outcome:

Beverly Soutas (beverly.soutas@ocps.net)

Evidence-based Strategy:

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.

Description of 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.

Rationale for Evidence-based Strategy:

Rationale for Strategy Selection: 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.

Resources/Criteria: 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.

Action Steps to Implement

Implement a school-wide SEL curriculum:

- Ensure a school team member receives training on implementation of a school-wide SEL curriculum
- Create a training plan that leverages the trained school team member to train all necessary stakeholders in implementation of the curriculum
- Implement a school-wide SEL curriculum

Person Responsible Beverly Soutas (beverly.soutas@ocps.net)

Deliberate School SEL Support for Families

- Create and facilitate opportunities to welcome families and introduce key staff (back to school night, open house, etc.)
- Develop a school wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

Person Responsible Beverly Soutas (beverly.soutas@ocps.net)

Building Community

- Establish a family resource center where families can access resources and information to support student and school success
- Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
- Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

Person Responsible Beverly Soutas (beverly.soutas@ocps.net)

Creating Connections

- Establish a family-friendly system with multiple ways to gather and respond to families' questions, suggestions and needs
- Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, multiple languages)

Person Responsible Beverly Soutas (beverly.soutas@ocps.net)

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

Area of Focus Description and Rationale:	To increase learning gains in ELA by focusing on deepening teacher knowledge of rigorous standards based instructional practices, small group instruction, and the role that common assessment and data play to accelerate student performance and increase proficiency with all of our students with a focus on our SWD students, as based upon our 2018 FSA data.
Measurable Outcome:	A 3% increase in learning gains for ELA is one of the measurable outcomes in which Vista Pointe will have in its focus.
Monitoring:	Planning PLCs, guided by instructional coaches, will occur twice a week in order to review lessons and ensure alignment and rigor to the standard. Furthermore, Data PLCs, guided by instructional coaches and admin, will be held to conduct data analysis of common assessments.
Person responsible for monitoring outcome:	Lisa Suggs (lisa.suggs@ocps.net)
Evidence-based Strategy:	In order to increase reading achievement, instruction will be standards-based and aligned to every student task and teachers will effectively use common assessment data.
Rationale for Evidence-based Strategy:	Standards-Based Instruction: By ensuring that both students and teachers have a clear understanding of the expectations (standards), teachers are able to provide instruction that is aligned to the mastery of skills students are expected to learn. This will allow students to perform more proficiently on the state assessments. Effective Use of Communication Assessment Data: Data systems allow for the collection, interpretation and use of student data to identify which students are at risk for difficulties and

Action Steps to Implement

Examination of PLC agendas, common assessments and teacher delivery of instruction to ensure alignment of common assessments to the intent and rigor of the Florida Standards.	
Person Responsible	Lisa Suggs (lisa.suggs@ocps.net)
ELA common assessment data will be used to identify trends and create instructional groups for reteach / intervention and enrichment.	
Person Responsible	Lisa Suggs (lisa.suggs@ocps.net)
Strategic hiring and placing of teachers and creation of teams to support our third through fifth grade students and the learning gains for the 2020-2021 school year.	
Person Responsible	Lisa Suggs (lisa.suggs@ocps.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: To increase learning gains and proficiency in Math by focusing on deepening teacher knowledge of rigorous standards based instructional practices, small group instruction, and the role that common assessment and data play to accelerate student performance and increase proficiency with all of our students.

Measurable Outcome: A 3% increase in Math learning gains on the FSA assessment.
A 3% increase in Math proficiency on the FSA assessment.

Monitoring: Planning PLCs, guided by instructional coaches, will occur twice a week in order to review lessons and ensure alignment and rigor to the standard. Furthermore, Data PLCs, guided by instructional coaches and admin, will be held to conduct data analysis of common assessments.

Person responsible for monitoring outcome: Lisa Suggs (lisa.suggs@ocps.net)

Evidence-based Strategy: In order to increase math achievement, instruction will be standards-based and aligned to every student task and teachers will effectively use common assessment data

Rationale for Evidence-based Strategy: Standards-Based Instruction:
By ensuring that both students and teachers have a clear understanding of the expectations (standards), teachers are able to provide instruction that is aligned to the mastery of skills students are expected to learn. This will allow students to perform more proficiently on the state assessments.

Effective Use of Communication Assessment Data:
Data systems allow for the collection, interpretation and use of student data to identify which students are at risk for difficulties and provide more intense instruction to those students that are identified.

Action Steps to Implement

Examination of PLC agendas, common assessments and teacher delivery of instruction to ensure alignment of common assessments to the intent and rigor of the Florida Standards.

Person Responsible Lisa Suggs (lisa.suggs@ocps.net)

Math common assessment data will be used to identify trends and create instructional groups for reteach / intervention and enrichment.

Person Responsible Gemma Dimery-Anderson (gemma.dimery-anderson@ocps.net)

Strategic hiring and placing of teachers and creation of teams to support our third through fifth grade students and the learning gains for the 2020-2021 school year.

Person Responsible Lisa Suggs (lisa.suggs@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) 53% of students scored below a level 3 in English Language Arts (ELA).

The 2022 ELA FSA will show an increase of at least 10 percentage points from 47% to 57% overall

Measurable Outcome:

For grade level ELA, the 2022 ELA FSA will show an increase for the following grade levels:
 Third Grade - three percentage points from 47% to 50%
 Fourth Grade - one percentage points from 49% to 50%
 Fifth Grade - five percentage points from 45% to 50%

Monitoring:

Planning PLCs, guided by instructional coaches, will occur twice a week in order to review lessons and ensure alignment and rigor to the standard. Furthermore, Data PLCs, guided by instructional coaches and admin, will be held to conduct data analysis of common assessments.

Person responsible for monitoring outcome:

Andrea Doster (andrea.doster@ocps.net)

Evidence-based Strategy:

Evidence-based Strategy:
 -Develop awareness of the segments of sounds in speech and how they link to the letters. This instructional practice has a strong level of evidence.
 -Teach students to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence.
 -Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instructional practice has a moderate level of evidence.
 This selected instructional practice(s) have a moderate level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding.

Rationale for Evidence-based Strategy:

Having students read connected text daily, both with and without constructive feedback, facilitates the development of reading accuracy, fluency, and comprehension and should begin as soon as students can identify a few words. Students should interact with a variety of connected texts, including texts of varied levels, diverse genres, and wide-ranging content. In particular, students should read both informational and narrative text, beginning in the early grades.

Action Steps to Implement

- Strengthen the common planning process.
- Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions Include foundational planning in K-2
- Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.
- Ensure the 90 minute reading block contains statutory requirements.

Person Responsible

Andrea Doster (andrea.doster@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.

Vista Pointe Elementary opened as a new school in the 2020-2021 school year; therefore, no discipline data resides on the School Safety Dashboard for the 2019-2020 school year. There is a one year lag in the data which is presented on the "SafeSchoolsforAlex.org" site. Next year's school improvement plan should be able to address discipline data from the 2020-2021 school year.

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.

Vista Pointe Elementary promotes a positive environment with open communication by building on inclusiveness through embracing families and community involvement. The student services team, consisting of the guidance counselor, dean, staffing specialist, parent engagement liaison, social worker, school psychologist, and school resource officer, meets monthly to discuss the needs of our students and how to ensure they have all they need to be successful. The academic team, consisting of the academic coaches and the grade level teams, meet weekly to discuss the standards based lessons and differentiation in order to ensure all students succeed. The parent engagement liaison assists with stakeholder involvement by planning the activities for our families that include both entertainment and knowledge. It is important to build our parents repertoire of academic activities so they can support their children at home and encourage success. The SAC meets monthly to provide overall suggestions to ensure academic success for all of our students.

Vista Pointe Elementary encourages parents to attend all school activities through frequent communication via Facebook, Class Dojo, Connect Orange, and flyers. Parents are invited to attend Meet the Teacher, Open House, and parent conference nights. Parents are also encouraged to attend special family events such as science and literacy nights. These events are held monthly and are coordinated by our Parent Engagement Liaison.

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

Principal - Lisa Suggs

Dean - Maira Rivera

Guidance Counselor - Beverly Soutas

Staffing Specialist - Michelle Diaz

Parent Engagement Liaison - Emily Distler

SRO - Alex Faberlle

PTA - Kimberly McLelland-Fasnacht, Kimberley

SAC - Andrea Doster

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0510 - Vista Pointe Elementary	Title, I Part A	475.0	\$1,000.00
			<i>Notes: Resources for parent workshops and school activities.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0510 - Vista Pointe Elementary	Title, I Part A	475.0	\$2,500.00
			<i>Notes: Funds will be used to purchase resource materials and substitutes for classroom observations.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0510 - Vista Pointe Elementary	Title, I Part A	475.0	\$2,500.00
			<i>Notes: Funds will be used to purchase resource materials and substitutes for classroom observations.</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$6,000.00