

Orange County Public Schools

# Vista Lakes Elementary



2021-22 Schoolwide Improvement Plan

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# Vista Lakes Elementary

6050 LAKE CHAMPLAIN DR, Orlando, FL 32829

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

## Demographics

**Principal: Kristy Key**

Start Date for this Principal: 7/20/2021

<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>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	60%
<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* Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: B (55%) 2016-17: A (64%)
<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, [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](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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# Vista Lakes Elementary

6050 LAKE CHAMPLAIN DR, Orlando, FL 32829

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>48%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>82%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		A	A	B

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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
Key, Kristy	Principal	<p>The principal, Mrs. Key, facilitates weekly 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.</p>
Rosario, Vanessa	Curriculum Resource Teacher	<p>As the Curriculum Resource Teacher, Mrs. Rosario monitors and coaches teachers on the use of the core reading program. 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.</p>
Griffith, Jennifer	Instructional Media	<p>The Media Specialist, Mrs. Griffith, offers support in the area of Accelerated Reader as she assists teachers in getting students to know their AR range and set goals and work towards them. She coordinates the celebration of students reaching their goal. In addition, she maintains the media center as the hub of the school. She is also our lead teacher for our digital learning at Vista Lakes Elementary. She provides resources and professional learning opportunities for our staff on the technological resources available to them for instruction and student learning.</p>
Sanchez, Nicole	Instructional Coach	<p>The instructional coach, Mrs. Sanchez, 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.</p>
Hurst, Kathleen	Other	<p>The staffing specialist, Mrs. Hurst, monitors the accommodations provided to the ESE students and ensures their IEP plans are up to date and followed.</p>
Roberts, Tiffany	School Counselor	<p>The guidance counselor, Ms. Roberts, collaborates with the behavior specialist, and MTSS coach to work together to support scholars with their behaviors as well as academics in most instances. They not only support the scholars but also work closely with teachers by providing them guidance and support on effective strategies and interventions they can implement to support their scholars. She also monitors our students who are eligible for</p>



Name	Position Title	Job Duties and Responsibilities
		services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Some of these services include transportation, gas cards, food, clothing, school supplies and resources for shelter.
Malek, Denise	Assistant Principal	The assistant principal, Mrs. Malek, collaborates with the instructional resource team identify and monitor instructional practices across campus. Weekly, she meets with teams during PLCs to ensure instruction is aligned to the standards and best practices are utilized. The assistant principal conducts classroom walkthroughs and provides actionable feedback to individual teachers to monitor student progress and make recommendations for instructional changes.
Tait, Stacy	Behavior Specialist	The behavior specialist, Mrs. Tait, supports the ASD unit and ensures the academic and social emotional success of the students participating in our unit. She also provide guidance and support to the instructional staff with resources and strategies to promote positive behavioral interventions.

### Demographic Information

**Principal start date**

Tuesday 7/20/2021, Kristy Key

**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.*

5

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

44

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

585

**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.**

4

**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	14	91	103	118	87	100	0	0	0	0	0	0	0	513
Attendance below 90 percent	6	9	9	10	4	9	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	2	5	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	2	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	1	2	7	0	0	0	0	0	0	0	10

**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	1	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Tuesday 7/20/2021

**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	55	108	122	98	103	125	0	0	0	0	0	0	0	611
Attendance below 90 percent	9	13	6	2	5	4	0	0	0	0	0	0	0	39
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	9	7	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	2	7	7	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14

**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	1	6	12	0	0	0	0	0	0	0	19

**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	55	108	122	98	103	125	0	0	0	0	0	0	0	611
Attendance below 90 percent	9	13	6	2	5	4	0	0	0	0	0	0	0	39
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	9	7	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	2	7	7	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14

**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	1	6	12	0	0	0	0	0	0	0	19

**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	1	0	4	0	0	0	0	0	0	0	0	0	5
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				69%	57%	57%	69%	56%	56%
ELA Learning Gains				64%	58%	58%	53%	55%	55%
ELA Lowest 25th Percentile				55%	52%	53%	35%	48%	48%
Math Achievement				75%	63%	63%	76%	63%	62%
Math Learning Gains				70%	61%	62%	56%	57%	59%
Math Lowest 25th Percentile				44%	48%	51%	36%	46%	47%
Science Achievement				74%	56%	53%	61%	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	68%	55%	13%	58%	10%
Cohort Comparison						
04	2021					
	2019	68%	57%	11%	58%	10%
Cohort Comparison		-68%				
05	2021					
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	62%	17%	62%	17%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	72%	63%	9%	64%	8%
Cohort Comparison		-79%				
05	2021					
	2019	67%	57%	10%	60%	7%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	67%	54%	13%	53%	14%
Cohort Comparison						

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

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

iReady was used as the progress monitoring tool by grade level to compile the data below.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/28	40/40	56/57
	Economically Disadvantaged	12/24	15/29	27/54
	Students With Disabilities	2/20	1/10	1/10
	English Language Learners	3/15	3/15	7/35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/22	34/34	55/57
	Economically Disadvantaged	8/16	15/29	26/54
	Students With Disabilities	2/20	3/30	4/40
	English Language Learners	4/20	4/20	8/42

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/24	45/43	59/56
	Economically Disadvantaged	6/11	19/35	27/50
	Students With Disabilities	0/0	2/13	2/13
	English Language Learners	1/3	6/19	7/23
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/11	27/26	36/34
	Economically Disadvantaged	4/7	12/22	18/33
	Students With Disabilities	0/0	1/7	1/7
	English Language Learners	2/6	4/13	4/13
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/28	41/41	44/46
	Economically Disadvantaged	10/18	20/34	22/39
	Students With Disabilities	1/7	0/0	0/0
	English Language Learners	6/29	8/36	8/38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/4	19/20	36/38
	Economically Disadvantaged	1/2	7/12	16/28
	Students With Disabilities	0/0	0/0	1/7
	English Language Learners	0/0	5/23	9/43

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26/27	34/35	42/46
	Economically Disadvantaged	10/18	16/28	19/35
	Students With Disabilities	1/6	1/6	3/23
	English Language Learners	1/5	4/20	5/26
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/11	19/20	34/37
	Economically Disadvantaged	2/4	7/12	15/28
	Students With Disabilities	0/0	1/6	2/17
	English Language Learners	1/5	2/10	4/21
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/22	32/28	40/34
	Economically Disadvantaged	14/19	17/25	18/26
	Students With Disabilities	1/8	1/13	0/0
	English Language Learners	2/7	5/20	4/16
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/18	35/30	47/41
	Economically Disadvantaged	8/11	16/23	23/35
	Students With Disabilities	1/8	1/13	2/25
	English Language Learners	3/11	4/16	8/32
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	74/62	74/63	73/63
	Economically Disadvantaged	34/53	34/53	33/52
	Students With Disabilities	2/22	3/38	4/50
	English Language Learners	12/50	10/42	11/46
	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
SWD	15	31		31	31		31				
ELL	42	39	20	48	13		35				
ASN	75	70		79	50		64				
BLK	67	55		49	52		64				
HSP	51	34	22	49	38	35	47				
WHT	76	61		78	72		74				
FRL	54	44	24	49	46	29	48				
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	17	33	21	19	34	27	25				
ELL	60	64	57	72	69	48	68				
ASN	84	82		84	77						
BLK	63	55		63	65		77				
HSP	67	61	48	72	68	46	69				
WHT	76	71		81	74		85				
FRL	59	58	50	66	65	43	67				
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	29	25	15	27	18	12	20				
ELL	63	56	22	66	56	31	53				
ASN	79	59		88	71		55				
BLK	68	44	30	62	44	33	58				
HSP	67	52	29	72	51	33	58				
MUL	64			82							
WHT	74	53	58	86	71		70				
FRL	63	48	33	66	50	36	48				

**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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	381



<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	95%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
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?

Across grade levels, the SWD (students with disabilities) are showing the lowest percentage of proficiency in all content areas, including ELA, Math and Science.

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

Learning gains for our Lowest 25% in Math exhibit the greatest need for improvement.

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

A contributing factor to the need for this improvement was an intense focus on standards based instruction in the core content over small group differentiated instruction and intervention. To address this need for improvement we will focus on providing small group and differentiated instruction and intervention to decrease learning gap and support students with specific skill deficits.

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

Science proficiency has shown the most improvement.

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

There was an intense focus on Science across all grade levels. We incorporated Science Labs for 4th and 5th graders with the guidance and support of the instructional coach. Study Island was made available through our OCPS science department and used for practice and progress monitoring of student performance on individual science standards.

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

Incorporation of the Instructional Framework elements and strategies for instruction to support the standards being taught. Collaboration of grade level teams in regularly scheduled PLCs will work to deconstruct the required standards to ensure alignment with the instructional strategy and student performance task. Small group and differentiated instruction will be implemented during math.

**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.**

Social Emotional Learning  
Small Group and Differentiated Instruction  
Instructional Framework - strategies and desired effects  
Researched Based Intervention and Supports

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

Continued improvement with the distributive leadership model through our work with the Social Emotional Learning and Leadership Team will support sustainability of improvement.

**Part III: Planning for Improvement**

**Areas of Focus:**

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

**Area of Focus**  
**Description and Rationale:** An increased number of students showing the need for support in tier II and III interventions indicate a need for standards-based instruction during the ELA and Math content blocks.

**Measurable Outcome:** In the 2021-2022 school year, at least 70% of all students assessed and measured by the Florida Standards Assessment (FSA) will be proficient in the content areas of English Language Arts (ELA) and at least 75% will be proficient in Math.

**Monitoring:** Progress monitoring data from the iReady BOY, MOY, and EOY diagnostics, as well as, the common assessments will be analyzed and discussed in data meetings. Classroom walkthrough and observations will also be used to monitor adjustments made to instruction based on the assessment data.

**Person responsible for monitoring outcome:** Kristy Key (kristy.key@ocps.net)

**Evidence-based Strategy:** Vista Lakes will utilize distributive leadership in alignment with Orange County Public Schools' Social Emotional Learning and Leadership PLCs, along with differentiated professional learning incorporating the Instructional Framework elements to support standards based instruction.

**Rationale for Evidence-based Strategy:** As stronger implementation of standards based instruction will increase our overall proficiency and decrease the amount of students in need of targeted and intensive interventions.

**Action Steps to Implement**

Weekly PLCs and collaborative planning for alignment of the standard, instruction and student tasks.

**Person Responsible** Kristy Key (kristy.key@ocps.net)

Closely monitor formative and summative assessments.

**Person Responsible** Nicole Sanchez (nicole.sanchez@ocps.net)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** The subgroup data from the ESSA Federal Index indicates Students With Disabilities(SWD) performing below 41% for the previous years to include 2018 and 2019. Progress monitoring through the use of iReady Diagnostics for 2020 and 2021 indicate a similar trend with the SWD subgroup.

**Measurable Outcome:** For the 2021-2022 school year it is expected that at least 41% of Students with Disabilities (SWD) subgroup will make a learning gain in reading and math.

**Monitoring:** The students in the SWD subgroup will be monitored closely through the use of iReady Diagnostics in the Fall, Winter, and Spring. Common assessment data for all students will be tracked for each unit. Prescribed reteaches of standards not met will be implemented for students identified as having not met the 70% proficiency target.

**Person responsible for monitoring outcome:** Kristy Key (kristy.key@ocps.net)

**Evidence-based Strategy:** Vista Lakes will utilize Research based intervention strategies and resources to support our lowest performing students with their specific skill deficit. Professional Learning Communities (PLCs), differentiated professional development, and specific research-based curriculum and instructional strategies.

**Rationale for Evidence-based Strategy:** By utilizing researched based intervention strategies and resources we will be able to close achievement gaps which will increase learning gains in reading and math for our Students with Disabilities.

**Action Steps to Implement**

Common Assessment Data Tracking

**Person Responsible** Nicole Sanchez (nicole.sanchez@ocps.net)

Weekly grade level PLCs will incorporate a focus on regular monitoring of students identified as receiving Multi Tiered Systems of Support in tier II and III.

**Person Responsible** Kristy Key (kristy.key@ocps.net)

Consistent review of student intervention data to monitor their progress toward specific goals.

**Person Responsible** Denise Malek (sharonda.malek@ocps.net)

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

**Area of Focus Description and Rationale:** Prior year data indicated a decrease in the percentage of students making learning gains in our identified lowest 25% for ELA and Math. Based on the 2019 ELA FSA, 55% of students identified in the lowest 25% made a learning gain and in 2021 this percentage decreased to 21%. On the Math portion of the 2019 FSA, 44% of students identified in the lowest 25% made a learning gain with a decrease to 33% in 2021.

**Measurable Outcome:** In the 2021-2022 school year at least 65% of all students identified in the lowest 25% assessed through the Florida Standards Assessment (FSA) for ELA and Math will show a learning gain.

**Monitoring:** Regular classroom walkthrough data and Instructional Framework data will be utilized to determine trends in the use of SEL strategies during instruction. Students in the lowest 25% for ELA and Math will also be closely monitored through the use of iReady Diagnostics in the Fall, Winter and Spring. Common assessment data for all students will be tracked for each unit. Prescribed reteaches of standards not met will be implemented for students identified as having not met the 70% proficiency target.

**Person responsible for monitoring outcome:** Denise Malek (sharonda.malek@ocps.net)

**Evidence-based Strategy:** District wide PLCs with a focus on SEL will be attended. SEL strategies aligned with the CASEL competencies will be infused with the Instructional Framework strategies to support instruction.

**Rationale for Evidence-based Strategy:** By attending PLCs, administrators and coaches will be able to work with teachers in the area of SEL strategies and provide them the crosswalk with the Instructional Framework to better support student learning and engagement.

**Action Steps to Implement**

SEL Team attendance at district SEL PLCs with follow up sessions for the school SEL site team.

**Person Responsible** Kristy Key (kristy.key@ocps.net)

The school SELL Team will formulate a SEL Implementation Plan to support the classroom teachers with professional learning and use of SEL strategies.

**Person Responsible** Kristy Key (kristy.key@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.

**For the 2019-2020 school year, our school incident rating on the School Safety Dashboard on SafeSchoolsforAlex.org was reported at 1.9 incidents per 100 students and when compared to all elementary schools statewide, it falls into the very high category. Vista Lakes ranked #1,179 out of 1,395 elementary schools statewide and #64 out of 126 elementary schools in the county. This accounts for a total of 13 incidents. Our primary areas of concern to monitor for the upcoming school year are harassment, and threats or intimidation incidents. Our staff will be utilizing positive behavioral supports in combination with our schoolwide guiding principles to decrease the number of incidents occurring on campus. SHINE expectations (S-Safety First, H-Have Respect, I- I am Responsible, N- Nice to Others, E-Eager to Learn) are in place for our All Star Scholars and students will be recognized for their efforts. Through the use of increased positive reinforcement and recognition we will decrease our total incidents to zero for the 2021-2022 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.**

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.

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

We build a positive culture and ensure all stakeholders are involved through our School Advisory Council (SAC), Parent Teacher Association (PTA), Faculty Advisory Council (FAC), and our Partner's In Education (PIE).

Our SAC helps in deciding major decisions pertaining to academic, enrichment, and extracurricular activities for our students. Ideas are presented to SAC and voted on for approval. This team spends is responsible for creating and supporting our School Improvement Plan efforts.

PTA is heavily involved in our community. PTA hosts several fundraisers to support academics and provide teacher grants. Events are hosted such as family night at various restaurants, school events during major holidays, teacher luncheons, run-a-thons and more. PTA ensures all stakeholders are active and involved. There is always a high family turnout at events. Vista Lakes Elementary is recognized as a PTA School of Excellence as a result of the involvement and collaboration with the PTA.

FAC works with teachers to ensure they have an environment that is conducive to their needs and the needs of their students. Issues and concerns are presented to administration and a solution is achieved in a timely manner.

PIE involves our stakeholders by providing opportunities for them to volunteer and get involved with school activities.

Due to all stakeholders, we have a close knit community with a positive culture. Everyone in our community has a voice and is able to feel respected and a part of something great.

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$15,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1752 - Vista Lakes Elementary	General Fund		\$15,600.00
			<i>Notes: Quarterly Teacher Planning Day</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$15,600.00</b>