Orlo Vista Elementary

2022-23 Schoolwide Improvement Plan

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Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

https://orlovistaes.ocps.net/

Demographics

Principal: Jennifer Lawrence

Start Date for this Principal: 7/21/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: C (43%) 2017-18: C (49%)
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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lawrence, Jennifer	Principal	The school principal is responsible for ensuring that all students in the school receive high quality instruction that is based on the grade level standards established by the state of Florida. This task is accomplished through classroom visits followed by actionable feedback and/or coaching. Mrs. Lawrence enables her leadership team to work with the classroom teachers during the planning process to ensure that standards-aligned instruction is the focus and all teachers on the grade level are prepared to teach daily. The principal closely monitors student progress and regularly meets with leadership and grade level teams to discuss school-wide, grade level, and individual student data. Mrs. Lawrence supports the success of all students, attends a wide range of school events, and maintains a student-centered climate of rigor and professionalism.
Arroyo-Acosta, Marilyn	ELL Compliance Specialist	Mrs. Acosta is responsible for testing, placement, and monitoring of ESOL students. She conducts meetings with parents to discuss placement, re-evaluations, unsatisfactory progress, and exiting the program. Mrs. Acosta works with classroom teachers to ensure they understand the accommodations that ESOL students should receive. She ensures that the school is in full compliance with all State and Federal mandates relating to the education of ELL students. Mrs. Acosta also serves as our LEA Representative. In this role she ensures that students are identified, evaluated, and placed into an appropriate ESE program if needed. She works with teachers to help them understand the accommodations these students should receive and monitors their progress throughout the year.
Burrage, Irish	Curriculum Resource Teacher	Mrs. Burrage supports the school administrators in a variety of ways. First, she ensures that classroom teachers have the instructional materials they need to be successful. She manages the textbook inventory and orders textbooks and instructional resources in alignment with the instructional standards established by the state of Florida. Mrs. Burrage also manages the school's Canvas page including the master calendar and website. She provides administrators with up-to-date data for analysis and manages all testing for the school. Mrs. Burrage maintains critical files such as schedules, maps, and data tracking. Finally, Mrs. Burrage coordinates the identification of students eligible for 504 plans. She meets with parents and teachers to establish the plans and ensures that teachers implement the accommodations described therein.
Neal, Tyrone	Dean	Mr. Neal attends to the discipline needs of the school and works with teachers, students, and families to address concerns that impact a safe, effective learning environment. Mr. Neal is instrumental in promoting CHAMPS in all areas of the school. When necessary, he will disseminate discipline referrals and monitor any applicable consequences. Mr. Neal will jointly oversee the MTSS-Behavior process at the school and will be a member of the Threat Assessment Team. In addition to these duties, Mr. Neal will coordinate the safety drills for the school when needed.

Name	Position Title	Job Duties and Responsibilities
MacDonald, Gabriela	Instructional Coach	Ms. MacDonald supports teachers at all grade levels to ensure that high quality, standards-aligned instruction takes place daily in all subjects. She participates in team planning and engages teachers in coaching cycles as needed. Ms. MacDonald creates the ELA instructional focus calendars and guides teachers in using available resources to plan lessons that align with the scope and sequence of instruction. She provides professional development for teachers to increase the use of effective instructional strategies throughout all phases of teaching. Ms. MacDonald serves as the lead mentor at Orlo Vista to provide extra support for teachers who are new to the school or profession. Ms. MacDonald is also instrumental in the MTSS process in grades 3-5 and assists teachers with the planning and monitoring of intervention services.
Spata, Amy	School Counselor	As the school counselor, Ms. Spata provides small group and individual student counseling on campus. She provides a variety of groups to meet students' needs. Ms. Spata also provides whole group lessons using the Child Safety Matters program. Throughout the year, Ms. Spata coordinates various school-wide events in support of character trait development and locally and nationally recognized initiatives. She looks for ways to include Life Skills as a strategy to improve students' academic performance. Finally, Ms. Spata is a member of the Threat Assessment Team and attends monthly meetings to keep the school-based team informed of students in crisis.
Thomas, Melissa	Other	Ms. Thomas serves as an ELA and Math resource teacher and supports teachers in grades K-2. She participates in team planning and ensures that the teachers have the materials they need and know how best to use them. Ms. Thomas is also instrumental in the MTSS process in grades K-2 and assists teachers with the planning and monitoring of intervention services.
Nemeroff, Beth	Other	Ms. Nemeroff provides instructional support for Math and Science in grades 3-5. She assists in the planning of lessons aligned to Math and Science standards established by the state of Florida. Ms. Nemeroff helps teachers focus on those Science standards that are tested on the 5th grade Science test but are taught in earlier years to ensure students are well prepared for the assessment. She ensures that classroom assessments are written to the standards to ensure data collected provide an accurate picture of student performance in relation to the standards.

Demographic Information

Principal start date

Wednesday 7/21/2021, Jennifer Lawrence

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

3

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

410

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	72	71	74	51	65	0	0	0	0	0	0	0	333
Attendance below 90 percent	12	34	28	31	19	18	0	0	0	0	0	0	0	142
One or more suspensions	0	1	0	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	3	1	12	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	15	33	0	0	0	0	0	0	0	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	7	18	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	22	0	0	0	0	0	0	0	22

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/21/2022

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	
Attendance below 90 percent	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	
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	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	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Attendance below 90 percent	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	
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	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	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	56%	56%				33%	57%	57%
ELA Learning Gains	48%						49%	58%	58%
ELA Lowest 25th Percentile	45%						41%	52%	53%
Math Achievement	52%	46%	50%				48%	63%	63%
Math Learning Gains	73%						56%	61%	62%
Math Lowest 25th Percentile	69%						39%	48%	51%
Science Achievement	31%	61%	59%				37%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	26%	55%	-29%	58%	-32%
Cohort Comparison		0%				
04	2022					
	2019	39%	57%	-18%	58%	-19%
Cohort Comparison		-26%				
05	2022					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-39%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	62%	-21%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	47%	63%	-16%	64%	-17%
Cohort Comparison		-41%				
05	2022					
	2019	49%	57%	-8%	60%	-11%
Cohort Comparison		-47%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	54%	-21%	53%	-20%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	43		23	60	60	17				
ELL	35	43	45	58	79		30				
BLK	31	48	48	46	69	64	32				
HSP	40	47		66	88		25				
FRL	33	47	42	52	73	72	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD											
ELL	21	47		33	31		13				
BLK	23	37	27	35	25		39				
HSP	33	56		44	50		44				
FRL	23	35	29	32	25	13	38				

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
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	56
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Reading achievement levels remain consistently low across grade levels when compared to other years. Our ESE students consistently perform lower in all areas than students without disabilities.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA achievement, ELA learning gains, and ELA learning gains in the bottom 25% need the most 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?

Many students are not proficient in basic phonics skills which does not allow them to lift print from the page to comprehend. Other students lack vocabulary knowledge to apply when reading new text. Some students can accurately decode and lift print from the page but are not able to understand the meaning of the text. Some students are slow, disfluent readers. Small groups targeting each of these areas of need should be established.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains and Math learning gains in the bottom 25%.

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

We used intentional grouping of students with frequent regrouping. We utilized all extra time we could find including during special area times to pull groups. Our most struggling learners were grouped with the most knowledgeable teachers. Our tutoring program focused on Math.

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

We can use the thinking that we used last year to target Math to target ELA. We can determine which students need the most help and in what specific area of Reading. We can intentionally group the most fragile students with the most effective teachers. We can also look for ways to accelerate progress through intervention programs with periodic placement testing to move students to more advanced levels if warranted.

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.

All instructional personnel will participate in PD related to the new BEST standards. Common planning sessions will help teachers understand the new benchmarks and how to identify which students need more support in mastering them. In small groups, teachers will provide guided reading at students' instructional levels and will incorporate grade level standards-aligned comprehension questions. Teachers will also learn how to incorporate vocabulary building instruction into their daily routines.

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

We will continue to implement and tighten our MTSS systems to ensure that student progress is closely monitored and that students in need of additional services through ESE are identified as quickly as possible.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the most recent Florida Standards Assessment (FSA), just 34% of students scored at level 3 or above in English Language Arts (ELA).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The Spring 2023 ELA Florida Assessment of Student Thinking (FAST) will show that at least 50% of students are reading at or above grade level expectations.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School-wide progress toward proficiency goals will be monitored systematically throughout the school year using i-Ready diagnostic tests, FAST progress monitoring assessments, District Standards Based Assessments, District K-2 Foundational Unit Assessments, SWD progress toward IEP goals, and classroom observations.
Person responsible for monitoring outcome:	Jennifer Lawrence (jennifer.lawrence@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teach students how to decode words, analyze word parts, and write and recognize words.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy has been selected due to the number of students who lack the ability to fluently decode words when reading. The Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program will be used to fill gaps and accelerate phonics skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will engage in data analysis to determine which students need significant assistance in decoding words. Placement assessments will be given to determine in which SIPPS lesson these students belong and instruction will begin as soon as the first week of school in small groups.

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

Classroom observations will be conducted to ensure that teachers are presenting the prescribed lessons with fidelity. Corrective feedback and coaching will be provided to any teachers who do not demonstrate proficiency with producing letter sounds during instruction.

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

The MTSS problem solving team will meet regularly to review ongoing progress monitoring data for students who receive Tier 2 and Tier 3 interventions related to phonics. Decisions to place students in programs providing additional support will be made accordingly.

Person Responsible	Marilyn Arroyo-Acosta (marilyn.arroyo-acosta@ocps.net)

Instructional members of the Leadership Team will meet to review progress and regroup students regularly. The team will investigate the possibility of accelerating progress through the SIPPS lessons based on student performance.

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

#2. Positive Culture and Environment specifically relating to Social and Emotional Learning

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following needs: Math achievement and Math learning gains; Students' perception of negative energy in the school; increase family engagement by providing opportunities for them to learn how to work with their children's social and emotional needs.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At least 75% of students will respond favorably to the question, "How positive or negative is the energy of the school?" on the Spring 2023 Panorama survey. Additionally, at least 75% of families will respond positively to the question, "How much of a sense of belonging does your child feel at school?" on the Spring 2023 Panorama survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress in this area will be monitored through data collected via the Devereux Student Strengths Assessment (DESSA) in which teachers rate students' social and emotional learning as well as through classroom observations and informal chats with students.
Person responsible for monitoring outcome:	Amy Spata (amy.spata@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Use distributive leadership to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide curriculum for Life Skills, intentionally integrating aligned instructional strategies, and deliberate school supports for families.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**	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. 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.

selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement a House system for sorting students. Each house strives to exemplify positive character traits which are directly taught to students through House Meetings. A House system can significantly increase students' sense of belonging and transform negative energy to positive.

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

We will implement a school-wide Life Skills curriculum. Teachers will be provided with the Caring School Community curriculum along with training and support to implement lessons in the classroom at designated times.

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

We will implement strategies to build community with our families. We will ensure that we have a welcoming environment where family culture and languages are recognized and respected. We will also host events, workshops, and opportunities that are relational, connected to family interests culture and linked to learning.

Person Responsible   Erika Knight (erika.knight@ocps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022 i-Ready End of Year Reading assessment, 58% of students in Kindergarten, 78% of students in 1st grade and 77% of students in 2nd grade are performing below grade level expectations. In kindergarten and 1st grades, the greatest area of need is vocabulary followed by phonics. In 2nd grade, the greatest area of need is comprehension of informational text and phonics. In all three grade levels, the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program will be utilized to target phonics needs in small groups. Students who demonstrate deficiency in vocabulary will participate in small group instruction utilizing the Vocabulary Intervention provided in the Wonders Reading Series. Students who demonstrate deficiency in comprehension of informational text will participate in guided reading lessons utilizing leveled informational texts with standards-aligned comprehension questions.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the Spring 2022 FSA ELA, 66% of students in grades 3-5 are not meeting grade level expectations for Reading. The end of year i-Ready diagnostic data reflects with with only 29% of students performing at or above grade level. At all three grade levels, vocabulary and comprehension of literature and informational text are the areas of greatest need. This year, intentional instruction targeting vocabulary will be implemented during core instruction in Tier I and in Tier 2 intervention. Comprehension will be targeted during small group instruction and guided reading at the instructional level with standards-aligned comprehension questions.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Student progress will be monitored using data collected from the new FAST assessment, i-Ready diagnostics, standards-aligned classroom assessments, and Tier 2 and Tier 3 assessments. By the Spring of 2023, at least 50% of students in each grade K-2 will demonstrate the ability to read on or above grade level expectations according to the end of year FAST assessment. At least 80% of students in grades K-2 will demonstrate proficiency with grade level expectations in phonics and vocabulary as a result of our intentional focus on these areas.

Grades 3-5: Measureable Outcome(s)

Student progress will be monitored using data collected from the new FAST assessment, i-Ready diagnostics, standards-aligned classroom assessments, and Tier 2 and Tier 3 assessments. By the Spring of 2023, at least 50% of students in each grade 3-5 will demonstrate the ability to read on or above grade level expectations according to the end of year FAST assessment. In the area of vocabulary, we will see an increase in proficiency from 27% to at least 65%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Ongoing progress monitoring will take place using a variety of data points. First and foremost, we will use the new Florida Assessment of Student Thinking to track student progress from the beginning to end of the year. The i-Ready diagnostic will also be used at least twice during the year to further inform instruction. More frequently, data collected from standards-aligned classroom assessments and intervention data collected in Tier 2 and Tier 3 will be analyzed. At the end of the year, we expect at least 50% of all students to demonstrate performance levels at or above grade level expectations according to the FAST ELA assessment.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lawrence, Jennifer, jennifer.lawrence@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Systematic and explicit instruction in the area phonics has demonstrated to have significant positive effects on not just decoding skills but total reading measures. The SIPPS program meets the criteria required. In addition to instruction in phonics, teachers will require professional development to ensure understanding of critical elements that determine a child's ability to read. For teachers of grades K-1, this will be especially important as children in those grades are expected to master much of the required foundational skills that will eventually allow them to be fluent readers.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.
- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Studies show that students in Title I schools benefit most from reading instruction that incorporates the five main components of reading by well-trained instructors. By ensuring that our teachers are provided with resources that allow them to present accurate, clear, and explicit instruction in the five components with ongoing, embedded professional development, we will see an increase in our students' reading performance.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers at all grade levels will participate in weekly common planning meetings during which professional development in the five components of reading is embedded. - Literacy Leadership - Leadership Team members will attend and support PLCs as well as follow up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. - Literacy Coaching - The Literacy Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. - Assessment - Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. EOY and FSA data are being used to initialize the student groups and upcoming diagnostic data will be used to update the groups as changes are being made in the data. - Professional Learning - Available in SIPPS, Heggerty and B.E.S.T. Benchmarks.	MacDonald, Gabriela, gabriela.soto@ocps.net
MTSS process will be structured as students are properly placed in fluid Tiers based on their needs. Extra hour of reading will be used to provide additional, differentiated instruction 4 times per week in fluid, homogeneous, student groups. - Literacy Leadership - The Leadership Team will monitor Functional Basic Skills (FBS), Extra Hour Instruction and Small Group Instruction by utilizing classroom walkthroughs. - Literacy Coaching - Lessons for small group instruction will be addressed during the PLC process. - Assessment - Assessment information gathered from FBS, Extra Hour Instruction and Small Group Instruction will be utilized to make adjustments to the student groups. - Professional Learning - Training opportunities in SIPP, Heggerty and B.E.S.T. standards will be available.	Lawrence, Jennifer, jennifer.lawrence@ocps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Orlo Vista strives to be a warm, welcoming, and positive place for staff, students, and visitors. Our front office staff greets each person who enters the office warmly and works to answer questions or provide resources in a friendly, efficient manner. Grade level teams work together through the intricate process of planning lessons to meet the various needs of our students. This work is supported by members of the leadership team, interventionists, and paraprofessionals who all share the responsibility of ensuring students make learning gains. The relationships built through this work rely on trust and caring, Administrators recognize and thank staff members for their efforts and contributions to student success. Lessons focused on life skills are intentionally planned and executed in each classroom. These lessons provide students with tools and strategies to manage their emotions and accept others. Orlo Vista has also adopted positive behavior systems to make clear the expected behavior in all areas of campus. Students are recognized for their adherence to this system and for academic achievements throughout the year. Various events at school aim to increase family engagement in education by providing information, strategies, and resources used to support student success. Some events are academic in nature and strive to help families understand and support student learning. Other events are based on needs identified by families such as dealing with problematic behavior, issues related to life skills, and language acquisition. We also provide events that just for fun and intended to bring the community into the school for positive interactions. New to Orlo Vista for the 2022-2023 school year is the introduction of the Orlo Vista House System in which students are sorted into houses which exemplify character traits that will lead to a more positive culture in the building and promote skills and mindsets critical to future success. At the end of each day, we want every stakeholder to feel their time at Orlo Vista was productive and to look forward to returning to campus whether it be the next day, month, or semester.

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

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