

Orange County Public Schools

Vista Pointe Elementary



2022-23 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: 6/20/2022

| | |
|--|---|
| 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 | No |
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (65%) 2018-19: No Grade 2017-18: 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 | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

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) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | No | 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 | 92% |

School Grades History

| Year | 2021-22 | 2020-21 |
|-------|---------|---------|
| Grade | A | |

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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 |
|------------------------|---------------------|--|
| 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. |
| Soutas, Beverly | School Counselor | The Guidance Counselor offers support in the area of behavior and social emotional well-being. She collaborates with the Dean, Leadership Team, individual teachers as well as grade level teams to implement positive behavior support systems. |
| 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 | Other | 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. |

Demographic Information

Principal start date

Monday 6/20/2022, Lisa Suggs

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.*

1

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.*

10

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

469

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

3

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

3

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 | 73 | 71 | 68 | 114 | 75 | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 469 |
| Attendance below 90 percent | 8 | 35 | 22 | 21 | 27 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 4 | 15 | 19 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| Course failure in Math | 0 | 0 | 0 | 2 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 3 | 31 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 2 | 29 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| 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 | 3 | 27 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |

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

Monday 8/15/2022

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 | 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 | |

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 |

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 |
| 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 | 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 |

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 |
| 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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 55% | 56% | 56% | | | | | 57% | 57% |
| ELA Learning Gains | 68% | | | | | | | 58% | 58% |
| ELA Lowest 25th Percentile | 57% | | | | | | | 52% | 53% |
| Math Achievement | 67% | 46% | 50% | | | | | 63% | 63% |
| Math Learning Gains | 79% | | | | | | | 61% | 62% |
| Math Lowest 25th Percentile | 64% | | | | | | | 48% | 51% |
| Science Achievement | 63% | 61% | 59% | | | | | 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 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| 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 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | | | | | |
| 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 | 28 | 60 | 38 | 29 | 47 | | 43 | | | | |
| ELL | 53 | 65 | 57 | 71 | 78 | 63 | 66 | | | | |
| BLK | 44 | 69 | | 56 | 81 | | 45 | | | | |
| HSP | 54 | 66 | 54 | 67 | 77 | 60 | 65 | | | | |
| WHT | 76 | | | 82 | | | | | | | |
| FRL | 48 | 65 | 48 | 54 | 75 | 58 | 57 | | | | |
| 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 |

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) | N/A |
| OVERALL Federal Index – All Students | 64 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 58 |
| Total Points Earned for the Federal Index | 511 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 42 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 64 |
| 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 | 59 |
| 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 | 63 |
| 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 | 79 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 57 |
| 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?

All grade levels showed improvement in ELA proficiency from the fall to spring. The ED subgroup for proficiency for ELA trended positively as did the ELL subgroup for all grade levels. All grade levels showed improvement in Math proficiency from the fall to spring. The ED subgroup of math proficiency trended positively as did the ELL subgroups for all grade levels.

What data components, based off progress monitoring and 2022 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.

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. Some supports are planned prior to lessons and some are provided responsively during instruction.

What data components, based off progress monitoring and 2022 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 51 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. 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 and accelerate learning.

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

Ongoing site-based writing PD will be provided to accelerate ELA learning. A book study 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.

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 B.E.S.T. Standards**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

A 3% increase in learning gains for ELA is one of the measurable outcomes Vista Pointe will have in its focus.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

In order to increase reading achievement, instruction will be standards-based and aligned to every student task. Furthermore, teachers will effectively use common assessment data.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

Examination of PLC agendas, common assessments and teacher delivery of instruction to ensure alignment of common assessments to the intent and rigor of the B.E.S.T. 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 2022-2023 school year.

Person Responsible

Lisa Suggs (lisa.suggs@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

| | |
|---|---|
| Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. | To increase learning gains and proficiency in the SWD subgroup by focusing on deepening teacher knowledge of rigorous standards based instructional practices, small group instruction, and the role that common assessment and IEP data play to accelerate student performance and increase proficiency with all of our students |
|---|---|

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve. This should be a data based, objective outcome.

A 3% increase in proficiency for the SWD subgroup according to our progress monitoring.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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 and IEP goals.

Person responsible for monitoring outcome:

Lisa Suggs (lisa.suggs@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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.

-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.

Closing the Gaps in Reading Instruction:

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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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.

Strategic hiring and placing of teachers and creation of teams to support our SWD subgroup for the 2020-2021 school year.

Person Responsible

Lisa Suggs (lisa.suggs@ocps.net)

Classroom walkthroughs are conducted regularly and feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible Andrea Doster (andrea.doster@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.

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, 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. Our leadership team 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 leadership team.

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

Principal - Lisa Suggs
 Dean - Maira Rivera
 Guidance Counselor - Beverly Soutas
 Staffing Specialist - Michelle Diaz
 SRO - Joel Williams
 PTA - Kimberly McLelland-Fasnacht
 SAC - Itza Trejos