

Orange County Public Schools

Orlo Vista Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
Moody, Cheryl	Assistant Principal	
Gonzalez, Krystal	Dean	Ms. Gonzalez 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. Ms. Gonzalez is instrumental in promoting positive behavior reinforcement in all areas of the school. When necessary, she will disseminate discipline referrals and monitor any applicable consequences. Ms. Gonzalez 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.
Boyer, Dorothy	Other	Ms. Boyer 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. Boyer 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.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
<p>Arroyo-Acosta, Marilyn</p>	<p>ELL Compliance Specialist</p>	<p>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.</p>
<p>Hicks, Jennifer</p>	<p>Reading Coach</p>	<p>Ms. Hicks supports teachers at all grade levels to ensure that high quality, standards-aligned instruction takes place daily in ELA. She participates in team planning and engages teachers in coaching cycles as needed. Ms. Hicks 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. Hicks is also instrumental in the MTSS process in grades 3-5 and assists teachers with the planning and monitoring of intervention services.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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. Leadership will formulate the structure of the School Improvement Plan and share out with stakeholders to obtain input and possible tweaks to this living document.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The principal closely monitors student progress and meets weekly with leadership and grade level teams to discuss school-wide, grade level, and individual student data. Data that will be reviewed will include classroom walkthroughs, student progress monitoring, and common planning minutes along with input. Adjustments to the teaching and learning processes may occur based upon data outcomes. 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.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	7	21	29	16	26	21	0	0	0	120
One or more suspensions	1	5	7	11	14	7	0	0	0	45
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	30	27	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	1	17	28	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	17	30	30	0	0	0	0	89

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	13	13	35	27	0	0	0	95

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	34	28	31	19	18	0	0	0	142
One or more suspensions	0	1	0	1	0	2	0	0	0	4
Course failure in ELA	0	0	0	3	1	12	0	0	0	16
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	5	15	33	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	4	7	18	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	22	0	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	34	28	31	19	18	0	0	0	142
One or more suspensions	0	1	0	1	0	2	0	0	0	4
Course failure in ELA	0	0	0	3	1	12	0	0	0	16
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	5	15	33	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	4	7	18	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	22	0	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	57	53	34	56	56	26		
ELA Learning Gains				48			41		
ELA Lowest 25th Percentile				45			44		
Math Achievement*	45	60	59	52	46	50	37		
Math Learning Gains				73			33		
Math Lowest 25th Percentile				69			17		
Science Achievement*	26	63	54	31	61	59	40		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	47	59	59	56			36		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	39	Yes	1	
HSP	40	Yes	1	
MUL				
PAC				
WHT				
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	49			
AMI				
ASN				
BLK	50			
HSP	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			45			26					47
SWD	11			17							3	31
ELL	30			39			15				5	47
AMI												
ASN												
BLK	36			40			17				5	63
HSP	38			51			42				5	38
MUL												
PAC												
WHT												
FRL	38			45			25				5	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	48	45	52	73	69	31					56
SWD	18	43		23	60	60	17					
ELL	35	43	45	58	79		30					56
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	31	48	48	46	69	64	32					58
HSP	40	47		66	88		25					54
MUL												
PAC												
WHT												
FRL	33	47	42	52	73	72	32					51

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	41	44	37	33	17	40					36
SWD	0			0								
ELL	21	47		33	31		13					36
AMI												
ASN												
BLK	23	37	27	35	25	0	39					35
HSP	33	56		44	50		44					36
MUL												
PAC												
WHT												
FRL	23	35	29	32	25	13	38					34

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	54%	-30%	54%	-30%
04	2023 - Spring	41%	60%	-19%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	52%	-19%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	59%	-6%	59%	-6%
04	2023 - Spring	38%	62%	-24%	61%	-23%
05	2023 - Spring	40%	55%	-15%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	59%	-32%	51%	-24%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to the grade level data that has been released thus far, Science is the lowest component followed by ELA. Reading comprehension is an area with which greater focus is needed for both ELA and Science. The new BEST benchmarks for ELA were newly tested in the 2022-2023 school year and Orlo Vista students will need continued support in this subject.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science has shown at least a five percentage point decline from 31% in 2022 for Science proficiency when comparing the 2023 grade level data released in July of 2023.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science had the greatest gap when compared to the state. Using the "2023 Statewide Science Assessment State Report of School Results Grade 05," a gap of 24 percentage points was noted when comparing the "Percentage in Levels 3 or Above" for the state which was 51% and that of Orlo Vista at 27%.

Which data component showed the most improvement? What new actions did your school take in this area?

Using the July 2023 state reports, "Spring 2023 Florida Assessment of Student Thinking English Language Arts (Grades 3 through 5) PM3 School Results," 33% proficiency was determined for Orlo Vista which does not consider the removal of individuals from the denominator who did not match the two FTE periods. In taking that consideration, Orlo Vista should increase to 37% for ELA. The previous school year of 2021-2022, Orlo Vista received 34% for ELA proficiency.

FBS-Foundational Basic Skills was utilized to support phonics development. Additionally, vocabulary was targeted during after school tutoring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance has been a concern for years. The school has implemented clubs and House meetings on Fridays, a day with fewer students in attendance than all other days, to try and incentivize attendance at school on Fridays. Also, the number of students with a substantial reading deficiency is very high, particularly in 4th and 5th grades. The school will implement timed repeated readings at the students' instructional level as a method to increase students' reading fluency and comprehension.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for Orlo Vista during the 2023-2024 school year will include:

- 1) Science
- 2) ELA
- 3) Math
- 4) ESSA subgroup SWD

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Integrate and monitor resources and strategies that increase the number of respectful interactions between students on campus.

On the Spring 2023 Panorama survey, only 17% of students responded favorably when asked "How often are people disrespectful to others at your school?" Increasing the number of respectful interactions will improve the overall culture of the school and will promote a greater sense of positivity.

Measurable Outcome:

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

At least 50% of students will respond favorably when asked "How often are people disrespectful to others at your school?" on the 2023-2024 Panorama student survey.

Monitoring:

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

Throughout the school year, we will ask students to respond to informal surveys about the school. One question will ask them to rate how respectful students and adults are to each other.

Person responsible for monitoring outcome:

Amy Spata (amy.spata@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use distributive leadership to implement a continuous improvement plan for building a positive culture and environment focused on implementing a school-wide curriculum for Life Skills, intentionally integrating aligned instructional strategies, and deliberate school supports for families that will target treating others with respect.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 respect 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Integrate direct instruction of respectful behavior by teaching students about self-awareness and empathy.

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

By When: Self-awareness lessons will take place in September and empathy lessons will take place in February.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An intense focus on small group instruction during ELA with targeted support given through differentiation will be at the forefront to assist students who are not mastering the benchmarks. In order to increase student participation and holding them accountable for their learning, teachers will need to consider student engagement along with accountable talk to increase attainment of knowledge.

Measurable Outcome:

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

Fifty percent or more students at Orlo Vista will score a level 3 or higher on the Spring 2024 state ELA assessment compared to 33% for the 2022-2023 school year based upon the School Results grade level data published by the state in July 2023 which is a 17 percentage point increase.

Monitoring:

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

Monitoring will occur through analyzing results from unit and progress monitoring assessments. Outcomes will be known based on benchmark by grade level and determined all the way down to the student level. Small group structures will be revisited in order to better align with students' needs for instruction.

Person responsible for monitoring outcome:

Jennifer Lawrence (jennifer.lawrence@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group instruction is a time for teachers to provide targeted support through differentiation to students who do not master the content or skills. This approach also guides students to look to each other for help rather than relying on the teacher as the sole source of learning which increases engagement and attainment of information.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In a small group setting, students are more likely to participate and it is easier for teachers to monitor the fewer number of students; therefore, an increase in student progress should occur.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ongoing progress monitoring will take place across tiers of instruction. Progress in Tier I ELA will be monitored through standards-based unit assessments (SBUAs) and daily lesson checks. Progress in Tier II ELA will be monitored through intervention data collected related to each student's identified area of

need (phonics, fluency, and/or comprehension). Progress in Tier III ELA (if applicable) will be monitored through intervention data collected related to each student's identified area of need (phonics).

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

By When: Monthly through May 2024

Students with Disabilities (SWD) have goals on their Individual Education Plans (IEPs) which align to areas of growth in ELA. Progress toward these goals will be monitored and goals will be adjusted when data warrants. Efforts will be made to expedite the shift from foundational skill-based goals to grade-level goals to increase proficiency.

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

By When: August 2023 - Ongoing through May 2024

Instructional coach and teachers will be trained to use the UFLI program which will be used to provide direct, explicit, and systematic instruction in phonics to our struggling readers.

Person Responsible: Jennifer Hicks (jennifer.hicks2@ocps.net)

By When: Instructional coach attended training on 8/23/23. Teachers will be trained on 9/20/23.

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An intense focus on small group instruction during Math with targeted support given through differentiation will be at the forefront to assist students who are not mastering the benchmarks. In order to increase student participation and holding them accountable for their learning, teachers will need to consider student engagement and active practice along with accountable talk to increase attainment of knowledge.

Measurable Outcome:

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

Fifty percent or more students at Orlo Vista will score a level 3 or higher on the Spring 2024 state Math assessment at compared to the 44% for the 2022-2023 school year which is a six percentage point increase.

Monitoring:

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

Monitoring will occur through analyzing results from unit and progress monitoring assessments. Outcomes will be known based on benchmark by grade level and determined all the way down to the student level. Small group structures will be revisited in order to better align with students' needs for instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group instruction is a time for teachers to provide targeted support through differentiation to students who do not master the content or skills. This approach also guides students to look to each other for help rather than relying on the teacher as the sole source of learning which increases engagement and attainment of information.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In a small group setting, students are more likely to participate and it is easier for teachers to monitor the fewer number of students; therefore, an increase in student progress should occur.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Progress in Tier I Math will be monitored through standards-based unit assessments (SBUAs) and daily lesson checks. Progress in Tier II Math will be monitored through intervention data collected related to each student's identified area of need. Progress in Tier I Science will be monitored through standards-based unit assessments (SBUAs) and daily lesson checks.

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

By When: Monthly through May 2024

Students with Disabilities (SWD) have goals on their Individual Education Plans (IEPs) which align to areas of growth in Math. Progress toward these goals will be monitored and goals will be adjusted when data warrants. Efforts will be made to expedite the shift from foundational skill-based goals to grade-level goals to increase proficiency.

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

By When: August 2023 - Ongoing through May 2024.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school's review of the use of the resources supported by funding sources inclusive of general funds and those funds dedicated to school improvement activities are considered. A determination of a lack of resources which can be a deficit of people and time may contribute to low performance. Orlo Vista will address this deficit through supporting the planning process and tutoring for students through afterschool sessions. The afterschool sessions will allow teachers to further plan for the teaching and learning processes as well as offer additional support to students. Monies for this venture will come from Title I funds.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 i-Ready end of year testing, 37% of Kindergarteners, 52% of first graders, and 64% of second graders scored below grade level in Reading. Areas of deficiency include phonemic awareness, phonics, vocabulary, and comprehension. These deficits will be addressed by using the Heggerty curriculum to help students develop awareness of the segments of sounds in speech and how they link to letters. The SIPPS and Being a Reader programs will be used to teach students to decode words,

analyze word parts, and write and recognize words. The Exact Path computer-based learning program will help students develop phonemic awareness and phonics skills.

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

According to 2023 end of year FAST testing, 65% of third graders, 48% of fourth graders, and 74% of fifth graders scored below grade level in Reading. Students struggle to accurately read connected text due to a lack of phonics skills and fluency. These deficits will be addressed through the use of the SIPPS and Being a Reader programs to build students' decoding skills so they can read complex multisyllabic words and through purposeful fluency-building activities to help students read effortlessly. The Exact Path computer-based learning program will help students develop phonics skills as well as provide fluency activities.

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 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 Measurable Outcomes

Students will be monitored using data collected from the state FAST assessment, Exact Path diagnostics, standards-aligned classroom assessments, DIBELS diagnostics, and Tier II and Tier III intervention assessments. By the Spring of 2024, at least 50% of students in grades K-2 will demonstrate the ability to read on or above grade level expectations as evidenced by the 2024 end of year FAST assessment. At least 80% of students in grades K-2 will meet or exceed grade level expectations in phonemic awareness, phonics, and decoding as a result of our intentional focus on these areas.

Grades 3-5 Measurable Outcomes

Student progress will be monitored using data collected from the state FAST assessment, Exact Path diagnostics, standards-aligned classroom assessments, and Tier II and Tier III assessments. By the spring of 2024, at least 50% of students in grades 3-5 will demonstrate the ability to read on above grade level as evidenced by the 2024 end of year FAST assessment. At least 80% of students will meet or exceed grade level expectations for phonics and fluency as a result of our intentional focus on these areas.

Monitoring

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 impact student achievement outcomes.

School administrators will conduct weekly classroom walkthroughs to observe Reading instruction across all three Tiers of instruction. Monthly data meetings by area including the MTSS problem-solving teams and cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress

monitoring data, SIPPS progress monitoring data, and district-created standard-based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lawrence, Jennifer, jennifer.lawrence@ocps.net

Evidence-based Practices/Programs

Description:

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. §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?

The identified evidence-based practices that were noted in section A meet the strong level of evidence according to the IES Recommendations for Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and Providing Reading Interventions for Students in Grades 4-9. The identified practices align to the K-12 Comprehensive Evidence-Based Reading Plan as well as the BEST ELA Standards.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The Heggerty program is proven to help students develop critical phonemic awareness skills to help them segment sounds in speech and understand how those segments link to letters. The SIPPS program is proven to help students decode words, analyze word parts, and write and recognize words, including multisyllabic words. The Being a Reader small group curriculum is proven to build students' phonemic awareness and phonics skills as well as build fluency. The Exact Path computer-based learning program provides individualized instruction in all major domains of reading, including phonemic awareness, phonics, and fluency.

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
Monthly Literacy Leadership Team meetings will take place during which data are analyzed and action steps are implemented and monitored.	Lawrence, Jennifer, jennifer.lawrence@ocps.net
The Reading Specialist attends district coach meetings. This coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, and common planning structures are utilized to fit areas of need. The coach is an active member of the MTSS problem-solving team.	Hicks, Jennifer, jennifer.hicks2@ocps.net
Multiple points of data are routinely analyzed to determine how best to meet students' needs. Tier I assessment data include FAST, DIBELS, Being a Reader, and Standards-Based Unit and Foundational Assessments. Tier II and Tier III assessment data includes Heggerty, SIPPS, Exact Path, and DIBELS Ongoing Progress Monitoring.	Lawrence, Jennifer, jennifer.lawrence@ocps.net
Instructional coach and teachers will be trained to use the UFLI program which will be used to provide direct, explicit, and systematic instruction in phonics to our struggling readers.	Lawrence, Jennifer, jennifer.lawrence@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is made available on the "School Information" pull down menu of the school's website (orlovistaes.ocps.net) To further disseminate the SIP information and garner additional support, the school shares the 2022-2023 school results from Progress Monitoring 3 for statewide assessments from the Florida Assessment of Student Thinking (FAST) and End of Course (EOC) exams. Along with the data, SIP areas of focus including interventions and measurable outcomes

are also revealed. Communication about the SIP occurs frequently in faculty meetings, School Advisory Council, Open House, as well as being posted in the front office. Typically, the SIP information is presented at a joint School Advisory Council (SAC) and parent organization meeting where parental input is gathered. To increase parental awareness about the SIP, a link to the information will be shared via TalkingPoints. A hard copy of the SIP will be available in the front office. Updates as the progress being made toward the SIP goals will be shared at SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Communication is essential to building positive relationships with students, families, teachers, and other stakeholders. In advocating for increased opportunities for communication, the school will utilize flyers, school newsletters, grade-level newsletters, School Messenger phone messages, the marquee, email, and TalkingPoints. Links to information such as newsletters will be sent via TalkingPoints to families so information is not left in backpacks. Family learning nights will be held by the school to engage families in their students' learning processes which can positively impact student achievement. The Family Engagement Plan will be available on the school's website (orlovistaes.ocps.net) via the "School Information" pull down and shared during SAC meetings, Multilingual Parent Leadership Council (MPLC) meetings, and the Title I Annual Meeting. Upon posting the FEP to the website, a TalkingPoints message will go out to share the link to the plan with families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen the academic program, students must attend school. By monitoring attendance and connecting with families, time will increase for students to work with academic content which will lead to improved achievement. Cultivating a sense of belonging through the House System with engaging activities and competitions appeals to students and increases attendance and involvement in their own learning. Small group instruction during ELA and Math will allow for more targeted support and assist with reducing gaps that students may have. Areas of Focus which are being addressed include: 1) Positive Culture and Environment specifically related to other (increasing respectful interactions), and 2) ESSA Subgroup specifically related to Students with Disabilities.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Providing opportunities for all children to meet challenging academic standards is important for education. By addressing positive culture and instructional practice, students have a greater chance of success. In meeting the needs of the students, Title I monies are being used to purchase additional support resources. Additional resources from Magnetic Reading as well as University of Florida Literacy Institute (UFLI) materials to better support foundational reading will be procured through the use of Title I funds. Science Bootcamp and Speed bag will also be purchased to support reading through the content of Science. Being a Title I school, Orlo Vista Elementary offers breakfast, lunch, and snacks during after school tutoring through the National School Lunch Program which is also supportive of a positive learning environment.