Vista Lakes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Vista Lakes Elementary

6050 LAKE CHAMPLAIN DR, Orlando, FL 32829

https://vistalakeses.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
Key, Kristy	Principal	The principal, Mrs. Key, facilitates weekly instructional resource team meetings to discuss instructional practices across campus. The principal also meets weekly with the entire resource team and the school's Parent Engagement Liaison to discuss issues that impact the school as a whole and to discuss Family Engagement Activities. Weekly, the principal collaborates with the instructional resource team as well as grade-level teams and individual teachers to monitor student progress and make recommendations for instructional changes. Classroom walkthroughs are conducted to ensure instructional practices are aligned to Florida standards.
Casamento, Joni	Assistant Principal	The assistant principal, Miss Casamento, collaborates with the instructional resource team to identify and monitor instructional practices across campus. She meets weekly with teams during PLCs to ensure instruction is aligned with the standards and best practices are utilized. The assistant principal conducts classroom walkthroughs and provides actionable feedback to individual teachers to monitor student progress and make recommendations for instructional changes.
Griffith, Jennifer	Instructional Media	The media specialist, Mrs. Griffith, offers support in the area of Accelerated Reader as she assists teachers in getting students to know their AR range and set goals and work towards them. She coordinates the celebration of students reaching their goals. In addition, she maintains the media center as the hub of the school. She is also our lead teacher for our digital learning at Vista Lakes Elementary. She provides resources and professional learning opportunities for our staff on the technological resources available to them for instruction and student learning.
Sanchez, Nicole	Instructional Coach	The instructional coach, Mrs. Sanchez, works closely with new teachers. She collaborates with grade-level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.
Rosario, Vanessa	Curriculum Resource Teacher	As the curriculum resource teacher, Mrs. Rosario monitors and coaches teachers on the use of the core reading program. She collaborates with grade-level teams and individual teachers to monitor student progress and make recommendations for instructional changes. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.

Name	Position Title	Job Duties and Responsibilities
Roberts, Tiffany	School Counselor	The guidance counselor, Ms. Roberts, collaborates with the behavior specialist, and MTSS coach to work together to support scholars with their behaviors as well as academics in most instances. They not only support the scholars but also work closely with teachers by providing them guidance and support on effective strategies and interventions they can implement to support their scholars. She also monitors our students who are eligible for services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Some of these services include transportation, gas cards, food, clothing, school supplies, and resources for shelter.
Hurst, Kathleen	Staffing Specialist	The staffing specialist, Mrs. Hurst, oversees all compliance for ESE, as well as scholars with a 504 plan. The school staffing specialist also monitors the accommodations provided to the ESE students and ensures their IEP plans are up to date and followed.
Sanderson, Trista	Behavior Specialist	The behavior specialist, Ms. Sanderson, supports the ASD unit and ensures the academic and social-emotional success of the students participating in our unit. She also provides guidance and support to the instructional staff with resources and strategies to promote positive behavioral interventions.
Smith, Melissa	Other	The student support resource teacher, Melissa Smith, supports Vista Lakes Elementary with positive behavior support and our schoolwide SHINE Expectations. She will support classroom teachers with the alignment of their classroom management plans and the schoolwide behavior support plan. She will also support Multi-Tier Systems of Support in collaboration with our Instructional Coach by coordinating and monitoring Tier II and Tier III interventions to support individual student needs in reading and math.

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.

Our School Advisory Council meets monthly to review the progress of our school improvement plan goals. Additionally, staff input was incorporated based on current data presented at the beginning of the year staff meeting.

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))

School Improvement Plan monitoring will occur throughout the year with each FAST Progress Monitoring and county diagnostic administered. Classroom teachers will implement the use of a class blueprint to determine students' current abilities and track all student subgroups for expected progress. The class blueprints will be updated with each progress monitoring so instructional adjustments can be made for each individual student based on their most current performance level.

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	No
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	60%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
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	5	22	16	21	8	14	0	0	0	86
One or more suspensions	1	0	0	0	1	0	0	0	0	2
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	1	18	27	0	0	0	46
Level 1 on statewide Math assessment	0	0	0	1	26	20	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	12	14	14	18	0	0	0	0	60

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	2	6	6	7	20	19	0	0	0	60

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	2	1	0	2	0	0	0	0	0	5
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	2	19	24	17	14	19	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	1	0	0	0	0	6
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	2	17	15	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	1	18	14	0	0	0	33
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	1	12	11	0	0	0	24

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	
Students retained two or more times	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	2	19	24	17	14	19	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	1	0	0	0	0	6
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	2	17	15	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	1	18	14	0	0	0	33
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	1	12	11	0	0	0	24

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	
Students retained two or more times	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*	55	57	53	65	56	56	61		
ELA Learning Gains				64			46		
ELA Lowest 25th Percentile				40			21		
Math Achievement*	60	60	59	68	46	50	57		
Math Learning Gains				74			49		
Math Lowest 25th Percentile				49			33		
Science Achievement*	61	63	54	66	61	59	57		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	43	59	59	47			57		

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)	TSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	59

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	473
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	15	Yes	4	4
ELL	35	Yes	1	
AMI				
ASN	84			
BLK	52			
HSP	49			
MUL				
PAC				
WHT	73			
FRL	46			

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	26	Yes	3	3
ELL	46			
AMI				
ASN	83			
BLK	59			
HSP	56			

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	83			
FRL	57			

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	55			60			61					43
SWD	7			15			15				5	27
ELL	31			48			27				5	43
AMI												
ASN	86			82							2	
BLK	32			61			64				3	
HSP	47			54			54				5	42
MUL												
PAC												
WHT	74			71			74				4	
FRL	42			49			49				5	41

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	65	64	40	68	74	49	66					47
SWD	14	26	21	24	35	27	17					47
ELL	42	41	22	49	67	56	40					47
AMI												
ASN	81	69		88	92							

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	50	65		60	59							
HSP	59	58	40	60	70	53	56					54
MUL												
PAC												
WHT	83	80		80	85		89					
FRL	58	63	47	58	70	50	53					59

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	61	46	21	57	49	33	57					57
SWD	15	31		31	31		31					18
ELL	42	39	20	48	13		35					57
AMI												
ASN	75	70		79	50		64					
BLK	67	55		49	52		64					
HSP	51	34	22	49	38	35	47					56
MUL												
PAC												
WHT	76	61		78	72		74					
FRL	54	44	24	49	46	29	48					56

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	54%	-4%	54%	-4%
04	2023 - Spring	56%	60%	-4%	58%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	52%	5%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	59%	-4%	59%	-4%
04	2023 - Spring	69%	62%	7%	61%	8%
05	2023 - Spring	57%	55%	2%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	59%	2%	51%	10%

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.

The data component showing the lowest performance is our Students with Disabilities ESSA subgroup. Our Students with Disabilities (SWDs) performed as follows for the ESSA accountability components:

ELA Proficiency =14%
ELA Learning Gains = 26%
ELA Learning Gains Lowest 25% = 21%
Math Proficiency = 24%
Math Learning Gains = 35%
Math Learning Gains Lowest 25% = 27%
English Language Proficiency = 47%

The performance from these components for Students with Disabilities represented a total ESSA Federal Percent of Points Index of 26%. These percentages indicate a decrease from the previous year in each area including, ELA, Math, and Science proficiency, and ELA Learning Gains.

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

English Language Arts(ELA) data showed the greatest decline from the prior school year. Vista Lakes Elementary decreased in ELA from 65% in 2022 to 54% in 2023, showing an 11% decrease. This trend is consistent within 3rd through 5th grade classes.

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 data at Vista Lakes Elementary shows the greatest gap when compared to the state average. In Science, 61% of Vista Lakes Elementary 5th grade scholars scored a level 3 or higher, compared to the state average of 51%.

ELA data at Vista Lakes Elementary was equal to the state average with 54% of 3rd, 4th, and 5th grade scholars scoring a level 3 or higher.

Math data at Vista Lakes Elementary was 2% higher than the state average with 60% of 3rd, 4th, and 5th grade scholars scoring a level 3 or higher.

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

Decreases for all data components, in all grade levels at Vista Lakes Elementary were reflected in 2023 in comparison to the 2022 testing. In math, Vista Lakes Elementary decreased from 67% in 2022 to 60% in 2023. In English Language Arts (ELA), Vista Lakes decreased from 65% in 2022 to 54% in 2023, and in science, Vista Lakes Elementary shows a decrease from 65% in 2022 to 61% in 2023.

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

Attendance
Number of students who scored a level 1 or level 2 in ELA and Math

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

Students with Disabilities Subgroup
Differentiation of small group instruction
Tier I Classroom Management and Behavioral Support

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

#1. 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 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.

Vista Lakes Elementary will focus on increasing student proficiency in all content areas as a result of teachers consistently, purposefully, and collaboratively planning differentiated instruction while delivering rigorous lessons. A review of our ESSA subgroup data indicates a need for a greater focus on our Students with Disabilities. Based on historical data our Students with Disabilities subgroup is consistently performing below the ESSA Federal Index expectation of 41%.

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

By implementing this area of focus, we expect to achieve at least a 15% increase in the ESSA Federal Index for our Students with Disabilities subgroup from 26% in 2022 to 41% in June of 2023.

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

Students with Disabilities will be monitored using Standards Based Unit Assessments and FAST Progress Monitoring data at the beginning, middle, and end of the year.

Person responsible for monitoring outcome:

Kristy Key (kristy.key@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.)

Vista Lakes Elementary teachers will utilize differentiated and small group instruction to support the individual needs of our Students with Disabilities. Remediation through Multi-tiered systems of support will also be provided to meet the individual student needs and decrease learning gaps, during the schoolwide intervention schedule.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies have been proven to address the needs of various subgroups of students. Research data shows students perform better when learning modalities are taken into consideration when instructed.
Differentiated instruction through small groups and intervention has been proven to assist in meeting the individual needs of students.

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 Classroom Walkthroughs

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

By When: Bi-Weekly

Professional Learning for staff related to assistive technology and other resources available to support the needs of ESE students

Person Responsible: Joni Casamento (joni.casamento@ocps.net)

By When: September

Grade Level MTSS Data Meeting

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

By When: Monthly

#2. 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.

Based on our 2023 school Panorama data, the topic of Climate from the perceptions of scholars at Vista Lakes was 56% favorable. This component was the lowest-rated topic by scholars and also indicated an 8% decrease from the previous school year. This indicates a need for a greater focus on improving school culture and environment specifically related to climate.

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

By June of 2024, the percentage of 4th and 5th-grade scholars responding favorably to the Panorama student survey question, "How fair or unfair are the rules for the students in this school?" will increase from 56% to 70%.
By June of 2024 the percentage of 4th and 5th-grade scholars responding favorably to the Panorama student survey question, "At your school, how much does the behavior of other students hurt or help your learning?" will increase from 39% to 60%.

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

Student Survey data is collected three times during the school year. We will also implement additional mini-surveys to track scholars' perceptions of School Climate.

Person responsible for monitoring outcome:

Tiffany Roberts (tiffany.roberts@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.)

Vista Lakes Elementary will utilize school-wide Positive Behavioral Interventions and Supports, which is a researched, evidence-based intervention. Students at Vista Lakes Elementary SHINE (Safety First, Have Respect, I am Responsible, Eager to Learn). Scholars will be monitored for expected SHINE behavior in all areas of the school building and recognized for following the expected behaviors.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that programs that support students' development in communicating effectively, negotiating conflict, practicing empathy, understanding their own skills and abilities, managing their emotions and behavior and other resiliency skills can lead to better academic performance and overall life outcome.

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.

Student support resource teacher and classroom teachers will teach Schoolwide SHINE Expectations, in addition to the OCPS Code of Student Conduct Review

Person Responsible: Melissa Smith (melissa.smith2@ocps.net)

By When: First two weeks of school Quarterly with the OCPS Code of Student Conduct Review

SHINE ticket drawings

Person Responsible: Melissa Smith (melissa.smith2@ocps.net)

By When: Every Wednesday

Student Surveys will be distributed three times this school year.

Person Responsible: Tiffany Roberts (tiffany.roberts@ocps.net)

By When: September 2023 December 2023 April 2024

Student Survey Review at Team Leader Meetings

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

By When: October 2023, January 2024, 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 Vista Lakes Elementary school improvement plan is the focus of each School Advisory Council (SAC) meeting. Student achievement data and overall goals are reviewed with the council and research based resources that may support improvement goals are shared and discussed. The school principal also reports the available budget funds to the council at every meeting and funding decisions to purchase resources to support the goals set forth in the improvement plan are voted for approval with a quorum present.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			1752 - Vista Lakes Elementary			$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other				$0.00
					Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No