



## Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
91%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	B

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

##### Provide the school's vision statement

To be the top producer of successful students in the nation

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The staff of Orlo Vista builds relationships with students by acknowledging cultural diversity on morning news, greeting students daily, and by distributing Jaguar bucks for displaying appropriate student behavior. Staff members ensure that each student has the basic supplies to be successful in school by issuing book bags to students in need and providing nutritious meals over the weekend. Jaguar pride is exemplified and encouraged as students recite the school pledge daily.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are heavily supervised throughout the campus before, during, and after school. Each student is aware of his designated grade level area.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) is the schoolwide discipline plan used in conjunction with the Positive Behavior Support (PBS) initiative. Teachers attended a CHAMPS training to understand the implementation process. It is the expectation that each classroom teacher will use the acronym to promote high expectations during academic instruction, transitions, and overall learning climate. Additionally, teachers review the OCPS Student Code of Conduct and classroom management plan with students quarterly.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school based guidance counselor provides a guidance referral used by teachers to recommend students who may need counseling, mentoring, or other pupil services. Group sessions are held with students weekly and as needed.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

##### Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school based MTSS leadership team meets weekly to identify and monitor students that exhibit early warning indicators. Additionally, they review progress monitoring data to determine the effectiveness of academic and behavior intervention. The school social worker, school psychologist, and classroom teacher attend the meetings to provide input on the student's progress.

Early warning indicators:

Attendance (including absenteeism and tardiness) whether absence is excused or is due to out-of-school suspension

One or more suspensions

Failure in English Language Arts or mathematics

Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	11	14	7	6	8	63
One or more suspensions	5	6	9	13	6	22	61
Course failure in ELA or Math	0	0	36	34	15	12	97
Level 1 on statewide assessment	0	0	0	31	41	45	117

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	10	28	17	23	80

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

In order to improve the academic performance of students identified by early warning indicators, Orlo Vista employs the Multi-Tiered System of Support (MTSS) framework by facilitating weekly child study team meetings, implementing school-wide interventions, and analyzing progress monitoring data.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

A major goal for the 2014-15 school year is to increase parental involvement. All faculty and staff will make a concentrated effort to encourage all children and parents to participate in one or more school

events during the academic year. Parents will be recruited to become volunteers during Meet the Teacher, Open House, Family Day, etc. Parents will have the opportunity to register to become a volunteer at a station set up in the Media Center. Parents will be informed via flyers, newsletters, Connect-Ed phone calls, morning announcements, and reminder labels in student planners about events throughout the school year.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Partners in Education(PIE) program affords Orlo Vista the opportunity to partner with businesses and organizations in an effort to enhance student learning and promote school improvement. Business owners donate their time and money toward various activities throughout the school year. Our Partners in Education coordinator is responsible for recruiting and sustaining partnerships.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Carter Inge, Gwendolyn	Principal
Burns, Tanya	Instructional Coach
Salmon-Jones, Sonya	Instructional Coach
Harris-Jackson, Shakenya	Instructional Coach
Strickland, Latanya	Instructional Coach
Terry, Ashton	Assistant Principal

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal: Observes instructional delivery, provides teachers with actionable feedback, facilitates data meetings, participates in common planning, refines the MTSS framework, provides professional development based on observation data, and provides additional resources for teachers in need of improvement

Assistant Principal: Participates in child study team meetings, provides appropriate behavioral interventions for students, and monitors implementation of CHAMPS and PBS

Instructional Coaches Reading/Math/Science- Implementation of the coaching cycle, facilitate common planning, and analyze progress monitoring data

Curriculum Resource Teacher- Provides professional development for staff regarding curriculum and best practices, coordinates standardized testing, participates in common planning,

Guidance Counselor/Staffing - Provides support in identifying systematic patterns regarding classroom behavior and student achievement and supports the MTSS process. Provides support for the problem solving process. Identifies historic behavior and academic patterns. Communicates with parents and identifies services, provides resources for their families which support student success.

Coordinates community resources, family nights, and workshops for parents in need. Ensures appropriate placement for students meeting criteria for exceptional education programs.

ELL Compliance - Assists with whole-school screening programs that provide services for children with Limited English Proficiency (LEP) or ESOL status. Assists with the design and implementation of intervention, data collection and data analysis, and assessments given in non-English languages. Serves as a liaison for parents to help meet students educational needs.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Orlo Vista has established a MTSS team. The team has established a list of guidelines and procedures for teachers to follow for MTSS-A and MTSS- B. The guidelines detail the appropriate materials, interventions, and programs that can be used with each level of the intervention tiers. Those guidelines were shared with teachers during preplanning by the MTSS Coach. An Orlo Vista MTSS Initial Request form was created for teachers to present students with needs to the MTSS team. Meetings are held weekly. Parents and other pertinent personnel will be invited to participate in meetings. During MTSS meetings, data will be discussed and an intervention plan will be put in place. The MTSS team will reconvene within 6-8 weeks to reexamine the interventions and determine if additional interventions are needed or if progress monitoring should be continued.

Title I Part A: Services are used to fund after-school and Saturday school tutoring programs for students that need additional instructional support. The school coordinates the remainder of the funds to be used for staff development, instructional materials, and parental involvement activities.

Title I Part C: Orlo Vista does not have a large migrant population. When migrant students are enrolled at Orlo Vista, we enlist the services of the migrant liaison from the district office to support our migrant families.

Title I Part D: N/A

Title II: Orlo Vista receives Title II funds which are used for staff development activities for school based staff. At Orlo Vista, funds will be used to provide staff development in CHAMPS, PBS, PLC, rigor and relevance, and Florida State Standards throughout the year.

Title III: Resources and materials are provided through the district to increase academic achievement of ELL students. Any additional funds are distributed to the school for purchase of instructional materials and assist in the funding of our after-school tutoring program.

Title X: The district and school based personnel provide resources such as clothing, school supplies, food, social services referrals for students identified as homeless (under the McKinney-Vento Act).

The goal is to eliminate educational barriers that prevent students from receiving appropriate educational services. Students are provided gas cards and/or public transportation passes to ensure that students are able to attend school without any interruptions.

Supplemental Academic Improvement (SAI): SAI funds will be used in conjunction with Title I funds to provide reading after school tutoring three days a week.

Violence Prevention Programs: The Orange County Sheriff's Department provides the MAGIC Program for fourth and fifth graders. The program culminates with the students signing a pledge to be drug and violence free. Staff and students at Orlo Vista have been trained in PBS which encourages students to follow school-wide procedures. The guidance counselor has established a red ribbon campaign which promotes drug free attitudes. We also partner with Informed Families which facilitates a number of drug free activities for students and their guardians. Students participate in the Learning for Life program which provides them with tools to help make good choices in life. The program focuses on positive character trait development which includes a monthly recognition for students who exemplify the specific focus trait for the month.

Nutrition Programs: The staff at Orlo Vista provides instruction on how to make healthy food choices. Students are taught to interpret nutrition labels on food packaging, and are given opportunity to plan healthy meal selections for breakfast, lunch, snack, and dinner. We also have Love Food Pantry which is sponsored by the Christian Service Center/First Baptist Church and Hi-Five food pack

program sponsored by Second Harvest Food Bank. These programs help to ensure that students do not go hungry after school hours.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gwendolyn Carter-Inge	Principal
Judgina Davison	Teacher
Reginald Hewitt	Business/Community
Yolander LaSane	Parent
Elizabeth Butterworth	Business/Community
Devonya Mills	Business/Community
Lettie Albert	Parent
Crystal Walker	Business/Community
Ashton Terry	Education Support Employee
Rosanna Urrutia	Education Support Employee
Teresa Parmenter	Teacher
Shakenya Harris-Jackson	Teacher

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The school improvement plan was reviewed mid-year and at the end of the year. School activities were discussed monthly. The committee was provided an opportunity to give suggestions on ways to improve instruction/curriculum matters for reading, mathematics, science, writing, and other areas impacting student achievement such as technology, parental involvement, and discipline.

*Development of this school improvement plan*

The School Advisory Council is instrumental in looking at the school's community setting, resources, curriculum, challenges, and student population to help develop a written plan to facilitate school improvement as well as review, monitor, and evaluate the school's performance relative to its implementation.

*Preparation of the school's annual budget and plan*

An overview of the budget for the 2014-2015 school year was shared with the School Advisory Council.

Plans for funding school needs and resources were developed based upon district allocations.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds were used to close the achievement gap.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Strickland, Latanya	Instructional Coach
Salmon-Jones, Sonya	Instructional Coach
Burns, Tanya	Instructional Coach
Harris-Jackson, Shakenya	Instructional Coach
Carter Inge, Gwendolyn	Principal
Terry, Ashton	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT works collaboratively with curriculum leaders representing each grade level. The LLT's goal is to enhance literacy at Orlo Vista Elementary by focusing on reading and analyzing data and trends. The committee meets monthly to address performance goals and opportunities for continued implementation of the core curriculum for reading and facilitate a process of building consensus, increasing teacher capacity, as well as sharing the joy of reading with students and parents. The LLT's major initiative is the implementation of the core and supplemental reading curriculum (Journeys, Lexia, Reading Plus, Early Interventions Reading, i-Ready, I-Station, and Read 180) and the Florida State Standards (FSS), which will involve on-going training. The LLT, as well as other resource staff mentor, coach, and support instructors on each grade level during the implementation process. The team facilitates teacher professional development, Literacy Week, Read Across America, and Accelerated Reader (AR).

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The PLC model is utilized to promote collaboration and collegiality through common planning and data discussions to generate lesson plans and common assessments. Teachers will be recognized with a SOAR award and Teacher Tickets for exemplary adherence to the PBS model and for going above and beyond the call of duty to ensure positive student learning gains.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Orlo Vista will continue to work with and through the recruitment office, and Human Resources Department for Orange County Public Schools to locate and secure highly qualified instructional staff.
2. Professional development on The Art and Science of Teaching, Becoming a Reflective Teacher, and

The Teacher Evaluation Model by Robert Marzano will be continued for instructional staff. While all four domains will be addressed, there will be increased emphasis on specific elements/strategies known to increase teacher performance as well as student academic performance. These are research based strategies that provide teachers with lesson segment questions that will aid them in providing high quality instruction for students. Teachers will be monitored and provided feedback to help continue their professional growth. Additionally, administrators will continue to provide professional development on all components of a PLC as well as opportunities for learning Randy Sprick's positive discipline/behavior support system with CHAMPS.

3. School administrators accept interns from state universities and local colleges. All successful interns will be encouraged to apply for vacancies at the school. Administrators will also attend recruiting events.

4. The instructional coaches provide teacher support that will ensure comprehensive instruction and promote student learning. They will provide monitoring and feedback to teachers, peer-to-peer observations, and feedback to facilitate professional growth among instructional staff. This will also include extensive training and support from the district and other consultants.

5. The instructional coach assigns mentors to annual contract and struggling professional services contract teachers. Monthly meetings will be held to provide curriculum, social, and emotional support. The I-Observation tool will be used throughout the year. Ongoing professional development will be individualized depending upon teacher needs and interest, data will be collected and utilized to help determine future staff development needs.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The following mentees have been assigned mentors:

Mentors -----	Mentees
Shani Thompson-----	Carissa Wade
Donna VanDeventer -----	Francis Santiago
Rachel Vinson De La Cruz -----	Cristin Bittle
Coralee Ashley-----	Cassie Peak
LaTanya Strickland-----	Annette Sykes
Denae Colwell-----	Meghan Brown
Samantha Mendez-----	Rosa Arroyo-Rodriguez
Lymarie Hernandez-----	Audrey Jones
Joan Dudley-----	Bhavya Maharaja
Shakenya Jackson-----	Elizabeth Higgins
Charles Curry-----	Kevin Wadley
Brenda Baggott-----	Shanesa Brown
Teresa Parmenter-----	Brandy Ruhl

Shani Thompson (Mentor) / Carissa Wade (Mentee)

Rationale - This is Ms. Wades's first year in an instructional position as a kindergarten teacher.

Ms. Thompson has taught kindergarten for five years and is currently the kindergarten team leader.

Donna VanDeventer (Mentor) / Francis Santiago (Mentee)

Rationale - This is Ms. Santiago's first year in an instructional position as a first grade teacher.

Ms. VanDeventer has taught first grade for nine years and is currently the first grade team leader.

Rachel Vinson De La Cruz (Mentor) / Cristin Bittle (Mentee)

Rationale - Ms. Bittle transferred from another state and is new to Orlo Vista Elementary (OVE). She will teach first grade. Ms. Vinson De La Cruz has taught first grade for one year and had high achievement scores.

Coralee Ashley (Mentor) / Cassie Peak (Mentee)

Rationale - Ms. Peak has taught less than one year. Ms. Ashley is an experienced teacher with over 15 years of teaching experience. Ms. Ashley understands the population we service and will be able to acclimate Ms. Peak to the OVE culture.

LaTanya Strickland (Mentor) / Annette Sykes (Mentee)

Rationale - This is Ms. Sykes's first full year in an instructional position. She will be teaching second grade. Ms. Strickland is an Academic Coach with a wealth of knowledge in the curriculum areas. Ms. Strickland is skillful in training beginning teachers to become successful professional educators.

Denae Colwell (Mentor) / Meghan Brown (Mentee)

Rationale - Ms. Brown is a first year teacher. Ms. Colwell is a veteran primary teacher with a wealth of experience. Ms. Colwell understands the population we service and will be able to acclimate Ms. Brown to the OVE culture. She has experience working with both interns and mentees.

Samantha Mendez (Mentor) / Rosa Arroyo-Rodriguez (mentee)

Rationale - Ms. Mendez is an experienced third grade teacher. Ms. Mendez's students achieve both academically and socially. Ms. Arroyo-Rodriguez is a beginning teacher who will gain great support and mentoring via Ms. Mendez.

Lymarie Hernandez (Mentor) / Audrey Jones (Mentee)

Rationale - Mrs. Hernandez is entering a second year as a third grade teacher at Orlo Vista. She has prior experience in another state/school district. She will serve as an excellent mentor to acclimate Ms. Jones to the OVE culture. Ms. Jones has prior experience. This is her first year teaching at Orlo Vista.

Joan Dudley (Mentor) / Bhavya Maharaja (Mentee)

Rationale - Ms. Maharaja is a beginning fourth grade teacher. Mrs. Dudley has proven to excel in classroom management and lesson delivery. Ms. Maharaja will gain much expertise working with Mrs. Dudley.

Shakenya Jackson (Mentor) / Elizabeth Higgins (Mentee)

Rationale - Ms. Higgins has a few years of teaching experience. She is new to OVE. She will be teaching fourth grade. Dr. Jackson is the CRT with a wealth of knowledge in the curriculum areas.

Charles Curry (Mentor) / Kevin Wadley (Mentee)

Rationale - Mr. Wadley has many years of teaching experience. Transferring from another district, he is new to OVE. He will be teaching fourth grade. Mr. Curry is a veteran teacher with numerous years of experience and will be able to acclimate Mr. Wadley to the culture of OVE.

Brenda Baggott (Mentor) / Shanesa Brown (Mentee)

Rationale - Mrs. Brown has a few years of teaching experience in another district; she is new to OVE. She will be the ESE teacher. Mrs. Baggott is a veteran teacher with numerous years of experience working with beginning teachers and interns.

Teresa Parmenter (Mentor) / Brandy Ruhl (Mentee)

Rationale - Ms. Ruhl, an experienced teacher from another state, is new to OVE. She will teach Art. Mrs. Parmenter is a veteran teacher with numerous years of experience teaching at OVE and will be able to acclimate Ms. Ruhl to the school's culture.

Planned Mentoring Activities - The mentors will meet weekly with the mentees during the months of September and October and biweekly thereafter. The mentors will be given release time to observe the mentors and other highly effective teachers throughout the school. Time will be given for feedback, coaching, and planning.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Implementation of the scope and sequence, instructional focus calendars, and lesson progression enables Orlo Vista to ensure that its core instructional programs and materials are aligned to Florida Standards. To ensure that instruction aligns to the standards, coaches facilitate common planning. Teachers are encouraged to collaborate weekly within their PLC to discuss interventions that are working and address student needs with an MTSS focus.

## Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Data is used to drive instruction. Diagnostic screenings are used to group students into various tiers based upon their academic needs. Students are instructed during school-wide intervention with below level, at level, and enrichment curriculum as well as within the extra hour of reading intervention. Math tutoring will occur during the afterschool program to meet the needs of students with math deficiencies.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Develop a school-wide reading intervention plan targeted to meet the needs of students working below, on or above grade level according to classroom and district assessments. All instructional, special area, resource teachers, and administrators will work with groups of students during this time.

### **Strategy Rationale**

To improve student academic achievement and increase the number of students scoring at Level 3 or above on the Florida Standards Assessment (FSA).

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Carter Inge, Gwendolyn, [gwendolyn.carter-inge@ocps.net](mailto:gwendolyn.carter-inge@ocps.net)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student progress will be monitored using FAIR and district assessments.

**Strategy: After School Program**

**Minutes added to school year: 3,600**

Develop an after school program to address below grade level skills in math, science and writing. The after school program will take place from October through April, three days a week. One day a week will be dedicated to Writing/Science. Students will receive a snack.

**Strategy Rationale**

To address student academic deficiencies, improve student academic achievement, and increase the number of students scoring at Level 3 or above on the Florida Standards Assessment (FSA).

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Terry, Ashton, ashton.terry@ocps.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student progress will be monitored using FAIR in grades K-5, district mini-assessments in grades 3-5, and district assessments. Students will be given a pre/post assessment for math, science, and writing.

**Strategy: Weekend Program**

**Minutes added to school year: 1,800**

Develop a tutoring program to be offered on Saturdays from January until April to address below grade skills in reading, math, science, and writing.

**Strategy Rationale**

Level 1 and Level 2 students will be provided remedial instruction of core subjects.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Harris-Jackson, Shakenya, shakenya.harris-jackson@ocps.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student progress will be monitored using FAIR and district assessments. Students will be given a pre/post assessment for reading, math, science, and writing.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Orlo Vista prepares students with a PreK orientation. Additionally, fifth grade students visit their zoned middle school prior to the end of the school year.

**College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Advancement Via Individual Determination (AVID) strategies and methodologies are being embedded daily in classrooms to reinforce organizational skills, parental involvement, and post secondary awareness.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

To prepare our students for 21st century careers with technology and industry, Orlo Vista Elementary is implementing AVID in order for students to gain skills needed to become college and career ready. Orlo Vista has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, i-Station Reading, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Students are exposed to real world jobs during Teach-In and Career Day. Primary teachers create classroom jobs that are based upon real world job titles.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Orlo Vista has created a school-wide culture that promotes college readiness. Teachers are encouraged to wear their college apparel and post college pennants. The school hosts College and Career Day and will offer fifth grade students a college tour.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase the rigor of standards-based instruction through common planning, professional learning communities, and professional development.
- G2.** Increase student achievement through the implementation of the MTSS process.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase the rigor of standards-based instruction through common planning, professional learning communities, and professional development.** 1a

G038781

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	27.0
AMO Reading - African American	57.0
AMO Reading - ED	61.0
AMO Reading - ELL	67.0
AMO Reading - SWD	45.0
AMO Math - African American	62.0
AMO Math - ED	65.0
AMO Math - ELL	71.0
AMO Math - SWD	45.0

**Resources Available to Support the Goal** 2

- School-based instructional coaches, district instructional coaches, standards/benchmarks, item specifications, instructional focus calendars.

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the knowledge to deliver standards based instruction.

**Plan to Monitor Progress Toward G1.** 8

Data meetings and reflection questions from data meetings

**Person Responsible**

Gwendolyn Carter Inge

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student data reports, benchmarks/unit/lesson assessments

**G2. Increase student achievement through the implementation of the MTSS process.** 1a

G038783

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	65.0
FCAT 2.0 Science Proficiency	25.0

**Resources Available to Support the Goal** 2

- MTSS Support Team

**Targeted Barriers to Achieving the Goal** 3

- Teacher have limited understanding of the MTSS process

**Plan to Monitor Progress Toward G2.** 8

The leadership team and teacher will analyze student data.

**Person Responsible**

Ashton Terry

**Schedule**

Biweekly, from 9/18/2014 to 5/28/2015

**Evidence of Completion**

Data notebooks, minutes from data meetings

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase the rigor of standards-based instruction through common planning, professional learning communities, and professional development. **1**

 G038781

**G1.B1** Teachers lack the knowledge to deliver standards based instruction. **2**

 B093152

**G1.B1.S1** Teachers will receive professional development on rigor, relevance, Webb's Depth of Knowledge, deconstructing Florida State Standards, (N) **4**

 S104150

### Strategy Rationale

To help teachers understand the importance of teaching to the standard as opposed to teaching by chapter through the text/manual.

### Action Step 1 **5**

Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, deconstructing Florida State Standards, Deliberate Practice, and Marzano Strategies,

#### Person Responsible

Gwendolyn Carter Inge

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Signature sheets, exit slips

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will conduct classroom observations and review lesson plans.

**Person Responsible**

Gwendolyn Carter Inge

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Feedback in iObservation, lesson plan feedback

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

The administrators will analyze assessment data with leadership team and teachers.

**Person Responsible**

Gwendolyn Carter Inge

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Assessment results, classroom walk-throughs

**G2. Increase student achievement through the implementation of the MTSS process. 1**

G038783

**G2.B1 Teacher have limited understanding of the MTSS process 2**

B093156

**G2.B1.S3** Provide professional development on data analysis, differentiated instruction in core academic areas to better meet student learning needs thereby increasing learning gains. (N) 4

S104161

**Strategy Rationale**

To help teacher understand the importance of using data to drive instruction and move positively effect student learning,

**Action Step 1 5**

Provide professional development on the MTSS framework to include data analysis and differentiated instruction

**Person Responsible**

Ashton Terry

**Schedule**

Biweekly, from 9/19/2014 to 5/28/2015

**Evidence of Completion**

Sign in sheets, bell work, and exit slips

**Plan to Monitor Fidelity of Implementation of G2.B1.S3 6**

The administrative team will conduct observations and provide feedback on differentiated instruction. The administrative team will also monitor the student groupings during small group instruction.

**Person Responsible**

Ashton Terry

**Schedule**

Biweekly, from 9/18/2014 to 5/28/2015

**Evidence of Completion**

Student data/assessment reports, observations, and feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

The school based leadership team and teachers will analyze student data.

**Person Responsible**

Ashton Terry

**Schedule**

Biweekly, from 9/18/2014 to 5/28/2015

**Evidence of Completion**

Student data/assessment reports, observations, and feedback

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, deconstructing Florida State Standards, Deliberate Practice, and Marzano Strategies,	Carter Inge, Gwendolyn	8/18/2014	Signature sheets, exit slips	6/5/2015 weekly
G2.B1.S3.A1	Provide professional development on the MTSS framework to include data analysis and differentiated instruction	Terry, Ashton	9/19/2014	Sign in sheets, bell work, and exit slips	5/28/2015 biweekly
G1.MA1	Data meetings and reflection questions from data meetings	Carter Inge, Gwendolyn	8/18/2014	Student data reports, benchmarks/unit/ lesson assessments	6/5/2015 biweekly
G1.B1.S1.MA1	The administrators will analyze assessment data with leadership team and teachers.	Carter Inge, Gwendolyn	8/18/2014	Assessment results, classroom walk-throughs	6/5/2015 weekly
G1.B1.S1.MA1	Administrators will conduct classroom observations and review lesson plans.	Carter Inge, Gwendolyn	8/18/2014	Feedback in iObservation, lesson plan feedback	6/5/2015 weekly
G2.MA1	The leadership team and teacher will analyze student data.	Terry, Ashton	9/18/2014	Data notebooks, minutes from data meetings	5/28/2015 biweekly
G2.B1.S3.MA1	The school based leadership team and teachers will analyze student data.	Terry, Ashton	9/18/2014	Student data/assessment reports, observations, and feedback	5/28/2015 biweekly
G2.B1.S3.MA1	The administrative team will conduct observations and provide feedback on differentiated instruction. The administrative team will also monitor the student groupings during small group instruction.	Terry, Ashton	9/18/2014	Student data/assessment reports, observations, and feedback	5/28/2015 biweekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase the rigor of standards-based instruction through common planning, professional learning communities, and professional development.

**G1.B1** Teachers lack the knowledge to deliver standards based instruction.

**G1.B1.S1** Teachers will receive professional development on rigor, relevance, Webb's Depth of Knowledge, deconstructing Florida State Standards, (N)

### PD Opportunity 1

Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, deconstructing Florida State Standards, Deliberate Practice, and Marzano Strategies,

#### Facilitator

School Leadership Team, Administrators

#### Participants

Teachers and support staff

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

**G2.** Increase student achievement through the implementation of the MTSS process.

**G2.B1** Teacher have limited understanding of the MTSS process

**G2.B1.S3** Provide professional development on data analysis, differentiated instruction in core academic areas to better meet student learning needs thereby increasing learning gains. (N)

### PD Opportunity 1

Provide professional development on the MTSS framework to include data analysis and differentiated instruction

#### Facilitator

School-based leadership team and administrators

#### Participants

Classroom teachers, MTSS Support Team, School-based leadership team

#### Schedule

Biweekly, from 9/19/2014 to 5/28/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Increase the rigor of standards-based instruction through common planning, professional learning communities, and professional development.	1,500
<b>Grand Total</b>	<b>1,500</b>

Goal 1: Increase the rigor of standards-based instruction through common planning, professional learning communities, and professional development.		
Description	Source	Total
<b>B1.S1.A1</b> - Budget Code 5902710L23	Title I Part A	1,500
<b>Total Goal 1</b>		<b>1,500</b>