

Orange County Public Schools

# Orlo Vista Elementary



## 2019-20 School Improvement Plan

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>21</b>

# Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

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

## Demographics

**Principal: Tamara Barton**

Start Date for this Principal: 6/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students <b>Students With Disabilities</b> <b>White Students</b>
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: B 2015-16: C 2014-15: F 2013-14: F
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Orange County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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 Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Barton-Buggs, Tamara	Principal	<p>Principal (Mrs. Tamara Barton-Buggs): As an instructional leader, Mrs. Barton-Buggs communicates the vision for academic success for students based on high standards and rigorous instruction. Mrs. Barton-Buggs carefully reviews school data and creates a school vision for continuous improvement. She gains buy-in for the plan from all stakeholders and ensures that all the appropriate personnel including teachers and support staff are in place in order to successfully accomplish the desired outcomes. This also includes guidance for the Leadership Team and ensures all aspects of the school are functioning effectively. Through her leadership, the team is able to make decisions about students and effectively determine and implement best practices based on the needs of the students. Mrs. Barton-Buggs ensures that common planning is effective and provides opportunities for professional development. She conducts classroom walkthroughs daily to observe instructional delivery and provide teachers with actionable feedback. Duties also include facilitating data meetings, participating in common planning, and refining the MTSS framework to ensure that all our students are supported academically. The principal oversees standardized testing.</p>
Prince, Allyson	Assistant Principal	<p>Assistant Principal (Mrs. Allyson Prince): Mrs. Prince supports the principal Mrs. Barton-Buggs in all administrative duties listed above. Together the principal and the assistant principal serve as the instructional leaders on campus. The assistant principal participates in Child Study Team meetings, monitors the MTSS process, facilitates data meetings, participates in common planning and provides teachers with actionable feedback. She monitors the implementation of CHAMPS, the New Teacher Orientation Program, and the effectiveness of all after-school programs.</p>
Davila, Tonishia	Instructional Coach	<p>Major duties include implementing the coaching cycle, facilitating common planning, and analyzing progress monitoring data. The coach provides guidance on all reading, math and science curriculum lessons as well as provides professional development. The instructional coach facilitates job embedded professional learning through the modeling of lessons, best practices, and</p>

Name	Title	Job Duties and Responsibilities
		<p>providing coaching feedback to teachers to improve their craft based on student data. The instructional coach and STO support, facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the lesson progressions (grades 3-5), or provides guidance on the teacher lesson plans (grades K-2) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials as well as best practices for initial instruction. This includes both whole group and small group instruction, and interventions. The instructional coach will attend weekly data review meetings with grade level teams, make recommendations for instructional changes, and analyze the effectiveness of curriculum resources. The instructional coach also supports teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coaches monitor the implementation of interventions by holding data chats with teachers and students, conduct classroom observations, facilitate team meetings, as well as provide professional development to staff on the MTSS process. The instructional coaches are also responsible for coordinating standardized testing.</p>
<p>Yirmyah, Mr.</p>	<p>Dean</p>	<p>Mr. Yirmyah along with the discipline committee comprised of the principal and assistant principal is responsible for implementing the school-wide discipline/behavior management program. This includes providing professional learning for teachers and code of conduct reviews with the students. The dean provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. The dean along with the guidance counselor facilitates a mentoring program and social skills counseling group. The discipline committee reviews current behavior data and makes recommendations for adjustments based on this data. The dean also serves as a member of the MTSS team to work in collaboration with all parties</p>

Name	Title	Job Duties and Responsibilities
		<p>that serve in the best interest of students. In addition, the dean may act as a liaison with outside agencies that offer support to students and families. The guidance counselor is the school contact for Learning for Life and shares resources on character education that are to be used in all classrooms with all students.</p>

<p>Vinson De La Cruz, Rachel</p>	<p>Instructional Coach</p>	<p>Major duties include implementing the coaching cycle, facilitating common planning, and analyzing progress monitoring data. The coach provides guidance on all reading, math and science curriculum lessons as well as provides professional development. The instructional coach facilitates job embedded professional learning through the modeling of lessons, best practices, and providing coaching feedback to teachers to improve their craft based on student data. The instructional coach and STO support, facilitates weekly common planning sessions with grade level teams. In these sessions, the instructional coach helps teachers understand the lesson progressions (grades 3-5), or provides guidance on the teacher lesson plans (grades K-2) that enable them to teach students to the full rigor of the standards. Guidance is provided for teachers in the selection and use of instructional materials as well as best practices for initial instruction. This includes both whole group and small group instruction, and interventions. The instructional coach will attend weekly data review meetings with grade level teams, make recommendations for instructional changes, and analyze the effectiveness of curriculum resources. The instructional coach also supports teachers with data collection and analysis as a member of the MTSS team. Furthermore, the instructional coaches monitor the implementation of interventions by holding data chats with teachers and students, conduct classroom observations, facilitate team meetings, as well as provide professional development to staff on the MTSS process. The instructional coaches are also responsible for coordinating standardized testing.</p>
--	--------------------------------	--

**Early Warning Systems**



**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	84	90	110	113	87	0	0	0	0	0	0	0	574
Attendance below 90 percent	11	11	11	6	9	5	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	2	1	4	0	0	0	0	0	0	0	9
Course failure in ELA or Math	4	6	7	5	1	1	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	28	39	39	0	0	0	0	0	0	0	106

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	6	5	6	0	0	0	0	0	0	0	21

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

35

**Date this data was collected or last updated**

Monday 7/22/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	15	15	22	15	0	0	0	0	0	0	0	0	90
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	33	39	29	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	33	39	29	0	0	0	0	0	0	0	101

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	2	18	9	6	0	0	0	0	0	0	0	39

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	12	9	12	10	15	0	0	0	0	0	0	0	75
One or more suspensions	0	3	2	1	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	7	4	6	4	0	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	17	23	32	0	0	0	0	0	0	0	72

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	4	3	5	3	6	0	0	0	0	0	0	0	22

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	57%	57%	39%	56%	56%
ELA Learning Gains	49%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile	41%	52%	53%	54%	48%	48%
Math Achievement	48%	63%	63%	54%	63%	62%
Math Learning Gains	56%	61%	62%	50%	57%	59%
Math Lowest 25th Percentile	39%	48%	51%	50%	46%	47%
Science Achievement	37%	56%	53%	51%	55%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	90 (0)	84 (0)	90 (0)	110 (0)	113 (0)	87 (0)	574 (0)
Attendance below 90 percent	11 (23)	11 (15)	11 (15)	6 (22)	9 (15)	5 (0)	53 (90)
One or more suspensions	0 (0)	1 (0)	1 (1)	2 (0)	1 (0)	4 (0)	9 (1)
Course failure in ELA or Math	4 (0)	6 (0)	7 (0)	5 (33)	1 (39)	1 (29)	24 (101)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (33)	39 (39)	39 (29)	106 (101)

#### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	26%	55%	-29%	58%	-32%
	2018	39%	55%	-16%	57%	-18%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	39%	57%	-18%	58%	-19%
	2018	25%	54%	-29%	56%	-31%
Same Grade Comparison		14%				
Cohort Comparison		0%				
05	2019	26%	54%	-28%	56%	-30%
	2018	39%	55%	-16%	55%	-16%
Same Grade Comparison		-13%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	62%	-21%	62%	-21%
	2018	56%	61%	-5%	62%	-6%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	47%	63%	-16%	64%	-17%
	2018	40%	62%	-22%	62%	-22%
Same Grade Comparison		7%				
Cohort Comparison		-9%				
05	2019	49%	57%	-8%	60%	-11%
	2018	51%	59%	-8%	61%	-10%
Same Grade Comparison		-2%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	54%	-21%	53%	-20%
	2018	47%	53%	-6%	55%	-8%
Same Grade Comparison		-14%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	3	12		13	47	38					
ELL	33	47	33	48	50	30	27				
BLK	31	49	42	47	55	40	36				
HSP	41	48		60	64		38				
WHT	22	40		39	50						
FRL	29	50	48	49	56	38	36				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	38		15	21						
ELL	19	54	58	45	59	73	18				
BLK	39	46	56	52	50	52	50				
HSP	42	55	60	61	53		50				
WHT	23			54							
FRL	40	46	47	55	49	48	51				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on the analysis of school data, the data component that showed the lowest performance was proficiency for 3rd grade ELA (26%) and 5th grade ELA (26%). The major contributing factor to last year’s low performance was inexperienced instructional staff. In 3rd grade, there were a few staff changes due to teachers leaving mid-year. The replacement teacher was inexperienced and required additional coaching support. This, in turn, caused the remainder of the team to lack additional coaching support that would have assisted in more effective pedagogical practices. In 5th grade, the ELA teachers were inexperienced from the beginning of the school year. Thus, it was necessary to have additional support staff provide coaching support. The overall trend for students entering 3rd and 5th grade demonstrates that students perform lower in ELA than in math.

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

Based on the Florida Standards Assessment data for Spring 2019, 3rd grade math showed the greatest decline from 56% (2018) to 41% (2019). The main contributing factor was staff changes that took place due to instructional staff leaving mid-year. Inexperienced staff replacements lacked a variety of math instructional strategies that are essential to increase proficiency. Thus, during small group instruction, teachers would teach utilizing the same strategy they presented during whole group instruction.

#### 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

Based on the Florida Standards Assessment data for Spring 2019, the data component that had the greatest gap when compared to the state average was 3rd grade ELA with a -32 percentage point gap. Inexperienced staff due to mid-year replacements was the major contributing factor to the gap in data. While additional support was provided through the use of the coaching cycle, there was a lack of understanding of how to frontload vocabulary and scaffold questions.

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

Based on the Florida Standards Assessment data for Spring 2019, the data component that showed the most improvement was 4th grade ELA with 39% of our students showing proficiency in 2019 compared to 25% in 2018. The new action taken in this area was additional tiered coaching support and more experienced instructional staff due to the 2018 data needing the most support. Instructional coaches provided side-by-side coaching support, utilized the coaching cycle, provided professional development, and facilitated standards-based common planning.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The main area of concern is below level reading proficiency. Prior year's Florida Standards Assessment data demonstrated 60% of students reading below state proficiency standards in grades 3-5 with 109 students scoring at Level 1. More specifically, there was low proficiency in two strands: key ideas and details as well as integration of knowledge and ideas.

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

1. Build capacity in ELA instruction schoolwide - PD ELA best practice instruction strategies
2. PD ELA close read strategies
3. Implement the MTSS process with fidelity - target the lowest 30% in ELA
4. Target the lowest 30% in math through small group instruction with a master teacher

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Accelerate Student Performance
<b>Rationale</b>	Based on the three year data trend of ELA Florida Standards Assessment, the majority of our students are reading below grade level. This data indicates a school-wide need for teachers to increase their knowledge and understanding of standards-based instruction in ELA as well as implementing with fidelity effective literacy strategies.
<b>State the measurable outcome the school plans to achieve</b>	Teachers will increase effectiveness as they become more knowledgeable in content area standards and pedagogy as measured by iObservation and observed through daily classroom walkthroughs. Our students will achieve level 3 and above as measured by i-Ready (K-2) and FSA (3-5) with the intended outcome of 50% reading proficiency, which reflects an increase of 17 percentage points.
<b>Person responsible for monitoring outcome</b>	Tamara Barton-Buggs (tamara.barton@ocps.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Focus on improvement of instruction practices as measured by student performance assessments</li> <li>2. Provide opportunities for teachers to collaborate, plan, and share effective instructional practices</li> <li>3. Provide differentiated professional development and coaching support for teachers based on need</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<p>Based on the three year data trend of ELA Florida Standards Assessment, the majority of our students are reading below grade level. This data indicates a school-wide need for teachers to increase their knowledge and understanding of standards-based instruction in ELA as well as implementing with fidelity effective literacy strategies.</p> <p>Teachers will increase effectiveness as they become more knowledgeable in content area standards and pedagogy as measured by iObservation and observed through daily classroom walkthroughs. Our students will achieve level 3 and above as measured by i-Ready (K-2) and FSA (3-5) with the intended outcome of 50% reading proficiency, which reflects an increase of 17 percentage points.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1.Common planning for standards-based instruction in reading and writing will be facilitated weekly by academic coaches. Resources including standards-aligned lesson progressions and grade level text will be utilized.</li> <li>2.Professional development on deconstructing standards to determine teacher actions and student actions as well as identifying best practices for effective instruction will be provided weekly based on the needs assessment.</li> <li>3.Implementation of the district DPLC strategies, which includes utilizing complex text, close reading strategies, and writing in response to text with weekly progress monitoring by coaches and administration.</li> <li>4.Coaching support and actionable feedback will be provided to all teachers based on student assessment and walkthrough data.</li> <li>5.Implement interdisciplinary project-based learning activities to enrich and accelerate student learning.</li> <li>6. Incentivize and monitor AR reading program.</li> </ol>



**Person Responsible** Tamara Barton-Buggs (tamara.barton@ocps.net)

---

<b>#2</b>	
<b>Title</b>	Narrow Achievement Gaps
<b>Rationale</b>	Student achievement among our bottom quartile will increase in ELA Florida Standards Assessment, as a result of implementation of the MTSS process with fidelity.
<b>State the measureable outcome the school plans to achieve</b>	Student reading proficiency in the bottom quartile will improve as teachers utilize data to provide effective differentiated intervention and enrichment instruction to meet individual students' needs. Closely monitoring data will allow teachers and administrators to adjust instruction. The intended outcomes will be an increase in reading learning gains in the bottom quartile by 24 percentage points from 41% to 65%.
<b>Person responsible for monitoring outcome</b>	Tamara Barton-Buggs (tamara.barton@ocps.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for teachers to disaggregate data, identify students in the bottom quartile in reading, and use data to drive instruction</li> <li>2. Provide professional development in culturally responsive teaching methods</li> <li>3. Provide additional time in ELA through extended day tutoring and facilitation supports</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Florida Standards Assessment data reflects a decline in student achievement in the bottom quartile in reading. The data indicates a need to provide appropriate data driven interventions based on students' individual needs. Additionally, a school-wide culturally responsive plan to build connections and improve student engagement will be incorporated. Evidence of success will be an increase of 24 percentage points in our bottom quartile on the Spring 2020 ELA Florida Standards Assessment.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1.Coaches will conduct professional development to support teachers with analyzing progress monitoring data (i-Ready, ORFs, common assessments, PMAs, exit tickets, class work) in order to adjust their daily instructional practice and formulate groupings.</li> <li>2.The leadership team will conduct bi-weekly MTSS data meetings to review formative assessment data of our subgroups in Reading and Writing and create an action plan for meeting our students' learning needs.</li> <li>3.Administrators will monitor intervention instruction by conducting daily walkthroughs and providing actionable feedback.</li> <li>4.Administrators and coaches will provide coaching and modeling support for teachers to improve their practice in providing differentiated instruction during small group, teacher led group, and whole group.</li> <li>5.Implement the district mandated reading curriculum with fidelity.</li> <li>6.The Staffing Specialist and ESE teacher will work closely with teachers to provide Tier 3 support for identified students.</li> <li>7.Incorporate a culturally responsive curriculum that builds connections and improve student engagement.</li> </ol>

**Person Responsible** Tamara Barton-Buggs (tamara.barton@ocps.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

One of our goals for 2019-2020 is to increase parental involvement. Our Parent Engagement Liaison, Mrs. Jacqueline Johnson, will be spearheading this initiative and creating a schedule where staff members will conduct monthly visits in the community and discuss matters such as achieving school improvement goals, and expanding community outreach. Her goal is to work with parents and the extended school community to build relationships and form partnerships that relate to improving student reading and math proficiency resulting in school and student success. Mrs. Johnson will work to disseminate important information to all families and get their input.

We also plan to make a concentrated effort to encourage all children and parents to participate in two or more school events during the academic year. Incentives will be offered for parents and students with 80%-100% attendance. Opportunities to have parents sign up to volunteer will be available during events such as Meet the Teacher, Open House, and Family Day. Our "Parent of the Month" initiative will be launched within the course of this school year.

Other initiatives to improve parental involvement include:

- Teachers keeping parents informed of their child's progress. This will include updating the child's planner regularly, using email communication, sending home samples of student work with feedback on a weekly basis, weekly sunshine phone calls, as well as remind parents to login to Skyward to view students' progress.
- Continue to work with local businesses and community partners who have supported our school throughout the years. Florida Hospital, SeaWorld, Orlando Fire Department, and Lockheed Martin are a few companies who generously donate supplies and volunteer their services.

.Monthly PTA/SAC meetings are held to update parents on the school's progress and to keep them abreast of any new and exciting initiatives.

### PFEP Link

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

**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**

Orlo Vista Elementary hosts a full day Pre-Kindergarten program with a highly-qualified certified teacher and a paraprofessional who has been working with our Pre-K students for over 10 years. Our students benefit from a stimulating learning environment that provides a well-rounded academic curriculum that prepare our students for kindergarten and beyond. Our school participates in the Universal Breakfast Program where students enjoy a hot breakfast and a free lunch. A few initiatives that we have implemented to ensure that the social-emotional learning needs of our students are met are:

1. Our Meet the Teacher Event. We encourage families to come in and meet their child's teacher and exchange numbers. This allows the students the chance to get acclimated to the school environment and decrease school anxiety before separating from their parents. The goal is to enhance cognitive, social, emotional, physical and intellectual development.
2. Daily collaboration between the Pre-K teacher and kindergarten teachers through planning sessions to ensure there is a smooth transition from Pre-K to Kindergarten and that our students are academically, socially, and emotionally ready. This includes vertical articulation and planning throughout the school year, and transition classes at the end of the school year for Pre-K students. The Pre-K teacher is involved in school-wide professional development sessions.
3. Our mentoring program allows members of the leadership team to meet monthly with students who require additional emotional supports and work with them to encourage and motivate them to be successful.
4. Students who exhibit at-risk behaviors are referred for counseling services with consent from their parents.
5. We have adopted a Trauma Informed Program.
6. Fifth grade students visit their zoned middle schools and guidance counselors from the middle schools visit our school towards the end of the school year to ensure a smooth transition. Student data is also shared with the middle schools in an effort to place students in appropriate classes.
7. Families are invited to our monthly events which serve to showcase the best of what the school has to offer. Our students enjoy showing off to their parents and we love having them on our campus.

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

A few strategies that are employed to prepare our students for grade level transitions are, ensuring that our outgoing 5th grade students articulate with the middle school guidance counselor to determine the best course selection for each student. All students participate in our Meet the Teacher Event and Open House activities to make them feel welcomed and get acquainted with their teacher and class expectations. We provide an equitable and accessible education, monitor student progress bi-weekly, and intervene where appropriate. In addition, we provide high quality instruction and interventions matched to all our students' needs to ensure that they achieve the highest level of academic success to prepare them for promotion.

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

Title II: These funds are used to improve the quality of instruction by giving teachers direct training and coaching in how to use data to improve instruction, and to meet the needs of English language learners, and students with disabilities. This will have a direct impact on narrowing the achievement gap.

Title III: Resources and materials are provided by the district to increase academic achievement of ELL students. Funding supports before and after-school tutoring and instructional materials used to support their success.

Title X: To eliminate the obstacles that a few of our students experience, the district and school-based personnel provide resources such as clothing, school supplies, food, and social services referrals for students identified as homeless (under the McKinney-Vento Act).

**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**

To identify at-risk students, the school utilizes an early warning identification indicator which identifies students who meet two or more at-risk indicators. Students are offered additional support through daily reading and math interventions, after-school and before-school tutoring, as well as supports for our ESE and ELL student population according to their IEPs/504s. The school leadership team and teachers use the MTSS process where students are monitored and instruction adjusted accordingly to ensure that we meet their needs. Bi-weekly MTSS data meetings are held to disaggregate student progress monitoring data and determine next steps based on the 5 why root cause methodology.

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

Quality college readiness strategies are embedded in classrooms. Students are exposed to college and career post-secondary awareness through lessons as well as Teach-In activities. We intentionally offer school field trips to expose students to different career interests, professions, and college campuses. Teachers are encouraged to promote college awareness by wearing t-shirts from their alma maters and designated hallways are covered with college paraphernalia to promote college and career awareness. The 5th grade students participate in the SECME competition which exposes them to inquiry activities and problem-solving strategies essential for success in the 21st century.

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Accelerate Student Performance</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Narrow Achievement Gaps</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>