

Miami-Dade County Public Schools

# Orchard Villa Elementary School



2016-17 Schoolwide Improvement Plan

## Orchard Villa Elementary School

5720 NW 13TH AVE, Miami, FL 33142

<http://orchardvillaelementaryschool.dadeschools.net/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2015-16 Title I School | 2015-16 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 97%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 100%  |

### School Grades History

| Year  | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D       | C*      | B       | D       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Orchard Villa Elementary School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Orchard Villa Elementary School provides the highest quality education focused on high standards and building positive relationships so that all of our students are equipped to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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

Orchard Villa Elementary faculty and staff are committed to providing the highest quality education for all students while fostering a positive environment that promotes academic excellence, honesty, respect, and compassion.

#### 2. School Environment

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

Orchard Villa Elementary school builds relationships between teachers and students by establishing a common vision and mission and promoting positive relationships through our Positive Behavior Support program, Student Services programs, and by modeling appropriate interactions that encourage mutually respectful relationships between students and staff with the goal of ensuring student success.

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

Orchard Villa Elementary creates an environment where students feel safe and respected before, during, and after school by establishing and adhering to safety procedures that promote respect and honesty. School rules, regulations, and procedures from both the Code of Student Conduct and the Parent/Student Handbook are developed and reviewed with students and staff and posted throughout the school building. Safety drills are conducted on a monthly basis and facilities and equipment are monitored to ensure a safe environment. Faculty and staff members are trained in the Positive Behavior Support model and provide encouragement to students throughout the school day. All visitors are required to check in at the main office to receive a visitor's pass and are escorted by a security monitor. Volunteers are required to go through the screening process as required by MDCPS and show proper identification upon entrance. Administration and select staff members are given posts before and after school to ensure student safety. Administration and school counselor maintain an open line of communication with all students and parents where our stakeholders feel respected and safe.

##### c. 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.

Orchard Villa Elementary school administration, faculty, and staff, proactively sought and implemented the Positive Behavioral Support program (PBS). The mission of this program is to positively support and encourage students to demonstrate appropriate and effective behaviors that enable academic/social growth and success. Through the implementation of the program, Orchard

Villa has exhibited a decrease in the percentage of student disciplinary referrals. The community, parents, and school personnel have shared strategies and expectations in order to establish the ultimate goal of providing an effective learning community for all students at Orchard Villa Elementary.

**d. 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.**

Orchard Villa Elementary ensures that the social-emotional needs of all students are being met by providing resources and assistance through our Student Services program. The student support team meets weekly with teachers and students to determine if a child is in need of counseling, mentoring, or other referral services. Orchard Villa also partners with community agencies that provide families with appropriate assistance aligned to the child's developmental level and social-emotional needs. The student support team works with these agencies along with families to ultimately ensure that student needs are being met. Additionally, the school's Success Coach works with and provides interventions for students who exhibit early warning systems indicators.

**3. Early Warning Systems**

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

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

The school utilizes RTI-B to identify and provide intervention to students exhibiting early warning indicators.

Students in grades Kindergarten through fifth grade exhibited the following early warning indicators: excessive absences, course failure in ELA or Math, and obtained a level 1 on the the statewide assessment.

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

**1. 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     | 24          | 18 | 19 | 20 | 12 | 8  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 101   |
| One or more suspensions         | 0           | 0  | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA or Math   | 10          | 22 | 28 | 34 | 5  | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 111   |
| Level 1 on statewide assessment | 0           | 0  | 0  | 22 | 10 | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 44    |

**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  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12  |
| Students exhibiting two or more indicators | 34          | 40 | 47 | 61 | 33 | 39 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 254 |

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

Identified students are provided with daily intervention and/or pull out services by certified interventionists, teachers, and/or counselors. These services supplement their daily core academic



and behavioral programs. Additionally before school tutoring is provided weekly in order to help students improve their academic performance.

## B. Family and Community Engagement

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

**1. 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. Â§ 6314(b)(1)(F).

### a. Will the school use its PIP to satisfy this question?

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322073>.

#### 2. Description

A PIP has been uploaded for this school or district - see the link above.

**2. 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.**

Orchard Villa Elementary builds and sustains community partnerships through its community resource fair, through its Dade Partners program, EESAC, PTSA, Student Services Department, and through the community involvement specialist. School partners assist in identifying and/or providing resources to students and parents based on the individualized needs of families.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

| Name              | Title               |
|-------------------|---------------------|
| Ullivarri, Tony   | Principal           |
| Lewis, Jacqueline | Assistant Principal |
| Garcia, Christina | Instructional Coach |
| Tabuteau, Kely    | Instructional Coach |

#### b. Duties

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

Tony Ullivarri- Principal, Jacqueline Lewis-Assistant Principal, Vernon Wilder- Guidance Counselor, Kristen Arocha- Success Coach, Christina Garcia - Reading Coach, Ms.Forges-School Psychologist, and Ms. Robles-Speech Language Pathologist



The focus of the MTSS/Rtl Leadership Team is to address individual students' needs and apply appropriate strategies to correct deficiencies. The Team will utilize the MTSS/Rtl process by collecting assessment results, disaggregating data and applying effective interventions.

**2. 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.**

The MTSS/Rtl Leadership team's focus will be to address individual students' needs while applying strategies that will help target those specific areas. The team will do so by utilizing the MTSS/Rtl process by collecting student results, disaggregating data and applying effective interventions.

The MTSS/Rtl Leadership Team will:

1. Monitor academic and behavior data evaluation progress by addressing: what students learn, how we will determine if the students have learned, how we will respond when students have not learned and how will we respond when students have learned or already know.
2. Address individual students while applying strategies that will help target those specific areas. The team will do so by utilizing the MTSS/RTI process by collecting student results, disaggregating data and applying effective interventions.
3. Gather and analyze data then identify professional development.
4. Hold regular team meetings.
5. Support, design, implement and evaluate both daily instruction and specific interventions.
6. Assist with monitoring and responding to the needs of subgroups within the expectations for AMO.

#### Title I, Part A

Orchard Villa Elementary provides services to students requiring additional remediation through after-school programs, Saturday Academy and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school's students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They also identify systematic patterns of student need while working with district personnel to identify appropriate evidence based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of a program for progress monitoring using data collection and data analysis; participate in the design and delivery of professional development workshops; and ensure appropriate implementation/ monitoring of assessments. Parents participate in the design of their school's Parent Involvement Plan (PIP-will be provided in three languages at school site), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent /Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletters for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish, and Haitian-Creole, will be available online via hard copy for parents (at school site and at District meetings) to complete. Complete Title I Administration Parental Involvement Monthly School

Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Other components that are integrated into the school-wide program include an extensive parental program; Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, neglected, and delinquent students.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Tony Ullivarri     | Principal                  |
| Betty Clayton      | Teacher                    |
| Crystalyn Williams | Teacher                    |
| Eclericia Vilme    | Teacher                    |
| Inez Adderly       | Teacher                    |
| Angela Battle      | Teacher                    |
| Beverly Williams   | Education Support Employee |
| Hector Valle       | Parent                     |
| Juana Garcia       | Parent                     |
| Tillman Richardson | Parent                     |
| Henry Farmer       | Parent                     |
| Lateska Parker     | Parent                     |
| Vernon Farmer      | Student                    |
| Celia Corea        | Business/Community         |
| Jeanine Sardinas   | Business/Community         |

### b. Duties

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

#### a. Evaluation of last year's school improvement plan

The school SAC reviews the school improvement plan on a monthly basis. Input was solicited from all stakeholders and feedback was provided on data. Strategies were also reflected and collaboratively modified in the best interest of student achievement.

#### b. Development of this school improvement plan

EESAC is the body responsible for the final decision making at the school relating to the implementation of the state system of school improvement and accountability. The EESAC is also responsible for assisting in the preparation and evaluation of the school's improvement plan and the school's annual budget.

#### c. Preparation of the school's annual budget and plan

The school SAC reviews the school improvement plan and the allocated budget on a monthly basis. The SAC solicits feedback from all stakeholders and determines the school's greatest needs to develop and prepare the school's annual budge in the best interest of student achievement.

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

The use of school EESAC funds included funding to be used to purchase supplemental instructional materials (\$807.95) to support School Improvement goals for Reading, Math, and Science as well as student awards (\$915) to be utilized as incentives for achieved academic excellence.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name              | Title               |
|-------------------|---------------------|
| Ullivarri, Tony   | Principal           |
| Lewis, Jacqueline | Assistant Principal |
| Garcia, Christina | Instructional Coach |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Major initiatives of the LLT include the planning and implementation of Accelerated Reader, MyOn, IREADY, Reading Wonders/Wonderworks, Saxon, establishing model classrooms, incorporating reading and writing amongst all content areas, supporting instruction through data analysis and instruction, and providing professional growth opportunities.

**D. Public and Collaborative Teaching**

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

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

Orchard Villa Elementary offers continual support and professional development opportunities to establish positive working relationships between teachers. Weekly collaborative planning is provided for all grade-levels. Teachers are encouraged to plan collaboratively with their Transformational Coaches to enable the most effective instructional support for students. Transformation Coaches will implement evidenced-based instructional strategies thru coaching cycles (planning, demonstrating, and providing feedback) to improve students' academic success. Shared decision making, on-site embedded professional learning opportunities, and disaggregation of student data allow opportunities for continuous improvement at Orchard Villa Elementary.

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

The school participates with local college and university student teaching programs, teacher fairs, and clinical education interns to recruit highly qualified teachers. New teachers are provided with collaborative planning opportunities and a new teacher induction program to assist them throughout the school year. Transformation coaches assist new teachers with the implementation of evidenced-based

instructional strategies thru a model and debriefing system and in the interpretation of student assessment data in supporting the teacher in planning appropriate lessons to support the academic needs of students. Additionally, prospective teachers are recruited and pre-screened via TeacherMatch.

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

The school implements the new teacher induction program as a mentoring program for new teachers. A school site-based mentor is assigned by the principal to teachers new to the profession and teachers in their second year of teaching in M-DCPS. The school also implements a buddy teacher system where a buddy teacher is assigned by the principal to new teachers with fewer than three years of teaching experience. Planned mentoring activities include: Classroom Management Strategies, Instructional Strategies (Differentiated Instruction), Data Analysis, Content Area or Content Literacy, and Using Data to Inform Instruction.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

Orchard Villa Elementary ensures its core instructional programs and materials are aligned to Florida Standards by ensuring that instructional coaches are collaborating with teachers during planning to ensure that lesson plans follow District approved pacing guides. Coaches are available for common planning on a weekly basis. Instructional coaches complete coaching cycles with emphasis on lessons aligned strictly with Florida Standards. Teachers share best practices at faculty meetings. Administrators debrief with coaches and teachers regarding any assistance needed to ensure the effective instructional implementation of the Florida Standards, including the malignant of curriculum resources in D.I. groups. Leadership meetings are held on a weekly basis to discuss strategies on how to improve student performance on the Florida State Standards Assessments.

#### **b. Instructional Strategies**

##### ***1. 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.***

Orchard Villa Elementary uses data and provides differentiated instruction to meet the diverse needs of students. Through data analysis, teachers group students based on individualized student academic levels. Coaches and teachers meet weekly to identify appropriate intervention materials. Ongoing Growth Monitoring Data is reviewed every four weeks, and students are regrouped accordingly. Students participate in a small teacher-led group to support differentiated instruction and meet student needs. Differentiated Instructional Centers include technology programs which adapt to student instructional levels.

##### ***2. 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

Identified as the state's lowest 300, Orchard Villa will lengthen the school day by 60 minutes per day.

**Strategy Rationale**

To help increase students' reading proficiency on or above grade level.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Ullivarri, Tony, tullivarri@dadeschools.net

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

Ongoing progress monitoring will be collected every four weeks in intervention programs Saxon and Wonderworks. Other data collected includes i-Ready diagnostic assessments, growth monitoring reports, mid-year assessments, topic assessments, and curricular programmatic data. The RTI/MTSS team, along with classroom teachers, meets on a weekly basis to determine the effectiveness of strategies. Persons responsible include: Principal, Assistant Principal, Instructional Coaches, RTI/MTSS team, and Classroom Teachers.

**Strategy:** Summer Program

**Minutes added to school year:** 2,400

The summer academy was implemented for the upcoming fifth graders. The students receive remedial instruction to better prepare them for the upcoming school year in reading and math.

**Strategy Rationale**

To help increase student proficiency in reading and math.

**Strategy Purpose(s)**

- Enrichment

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

Ullivarri, Tony, tullivarri@dadeschools.net

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

4th grade FSA reading, writing, and math; iReady reading and math end-of-year data

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

Orchard Villa Elementary assists preschool children in transition from early childhood programs to local elementary school programs by:

- Annual Parent Meetings – Title I preschool staff will conduct a meeting for parents outlining what they and their child(ren) can expect from participating in the Title I preschool program.
- Administration of Florida Kindergarten Readiness Screener (FLKRS) to provide for the screening of each child's readiness for kindergarten.
- Administration of i-Ready Diagnostic Assessment to measure each child's progress, diagnose learning needs, set instructional goals, and monitor instructional progress.
- Parent-School Compact – a parent-school compact will be written and disseminated to Title I preschool parents outlining the parents' and schools' responsibilities for learning.

Parent Involvement Policy – this policy will be developed and distributed to Title I parents and will outline the activities and services parents can expect from the Title I preschool program throughout the year.

Feeder pattern middle and magnet schools are provided opportunities to present to our fifth graders the programs and curriculum that they will be exposed to in efforts of an easier transition to the middle school level.

**b. College and Career Readiness**

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

N/A

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

N/A

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

N/A

**4. 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.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## **C. Strategic Goals**



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      If core instruction improves across all content areas then student achievement will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1. If core instruction improves across all content areas then student achievement will increase.** 1a

G088067

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students   | 64.0          |
| FSA ELA Achievement          | 50.0          |
| ELA/Reading Gains            | 60.0          |
| ELA/Reading Lowest 25% Gains | 60.0          |

**Targeted Barriers to Achieving the Goal** 3

- There is limited evidence of purposeful, rigorous instructional delivery aligned to the Florida Standards and/or NGSSS as applicable.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- District Workshops
- Common Planning Opportunities
- District Collaboration Portal
- Availability of Instructional Coaches/Coaching Cycles
- Availability of Curriculum Support Specialists
- Promethean Boards
- Intervention Materials
- Item Specification Sample Problems
- Pacing Guides
- Essential Labs- science
- Counselor
- Parent Academy
- Achievement Level Descriptions
- Technology infusion within curriculum
- Math Lab
- Hands-on activities
- Project-based learning

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

Review SIP and make reflection corrections as necessary.

**Person Responsible**

Tony Ullivarri

**Schedule**

Semiannually, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

SIP Mid-year reflection worksheet

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction improves across all content areas then student achievement will increase. 1

 G088067

**G1.B1** There is limited evidence of purposeful, rigorous instructional delivery aligned to the Florida Standards and/or NGSSS as applicable. 2

 B234163

**G1.B1.S1** Plan for and deliver rigorous, purposeful, and engaging instruction that is based on standards and/or specific course benchmarks. 4

 S246949

### Strategy Rationale

In order to achieve mastery of state standards, teachers must outline the range of skills within each standard and outline how the skill changes and becomes more sophisticated across performance levels.

### Action Step 1 5

PD- Questioning Strategies Using the ALD's

#### Person Responsible

Christina Garcia

#### Schedule

On 8/25/2016

#### Evidence of Completion

Opening of Schools Agenda and Sign-in Sheet

### Action Step 2 5

Incorporate the use of Achievement Level Descriptions during common planning sessions to engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies.

#### Person Responsible

Christina Garcia

#### Schedule

Weekly, from 8/22/2016 to 6/8/2017

#### Evidence of Completion

Common planning agenda and sign-in sheets, lesson plans

### Action Step 3 5

Provide targeted coaching cycles focusing on modeling evidenced-based strategies of the rigorous Florida Standards during whole group instruction.

**Person Responsible**

Kely Tabuteau

**Schedule**

Daily, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Coach Calendar, Coach Logs, Lesson Plans, Student Work Samples

### Action Step 4 5

Conduct daily walk-throughs to monitor the implementation of standards-based planning and rigorous, purposeful, and engaging instruction

**Person Responsible**

Tony Ullivarri

**Schedule**

Daily, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Walk-through notes

### Action Step 5 5

Identify model classrooms in order for teachers to observe best practices.

**Person Responsible**

Jacqueline Lewis

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Walk through notes

### Action Step 6 5

Planning with a focus on grade level rigorous questioning during differentiated instruction

**Person Responsible**

Kely Tabuteau

**Schedule**

Weekly, from 12/12/2016 to 6/8/2017

***Evidence of Completion***

D.I. folders, teacher lesson plans, coaching cycles, and common planning agendas

### Action Step 7 5

Maintain sufficient assessment data to support accurate reporting of student progress

**Person Responsible**

Tony Ullivarri

**Schedule**

Biweekly, from 12/12/2016 to 6/8/2017

***Evidence of Completion***

OPM chart on onedrive, D.I. trackers, Intervention trackers

### Action Step 8 5

Organize a safe physical environment that is conducive to student learning and collaborative work.

**Person Responsible**

Christina Garcia

**Schedule**

Weekly, from 12/12/2016 to 6/8/2017

***Evidence of Completion***

Student work products, anchor charts



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

During leadership team meetings, review evidence of each action step that was implemented to execute strategy.

**Person Responsible**

Tony Ullivarri

**Schedule**

Weekly, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Leadership Team / Data Review Meetings Sign-In Sheets, Lesson Plans, Coach Logs, Class Walkthrough Notes

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

Conduct data chats with teachers to debrief about the effectiveness of planning and delivery of instruction.

**Person Responsible**

Tony Ullivarri












**Schedule**

Triannually, from 8/22/2016 to 6/8/2017

***Evidence of Completion***

Walkthrough data, Informal/Formal Assessment Data, Interim & Topic Assessment Data, Growth Monitoring Reports

## IV. Implementation Timeline

| Source   | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date    |
|--|--|-------------------|-------------------------------|---|-----------------------|
| <b>2017</b>  |  |                   |                               |   |                       |
| G1.B1.S1.A1<br> A321058   | PD- Questioning Strategies Using the ALD's   | Garcia, Christina | 8/25/2016                     | Opening of Schools Agenda and Sign-in Sheet   | 8/25/2016 one-time    |
| G1.MA1<br> M334263        | Review SIP and make reflection corrections as necessary.   | Ullivarri, Tony   | 8/22/2016                     | SIP Mid-year reflection worksheet   | 6/8/2017 semiannually |
| G1.B1.S1.MA1<br> M334261  | Conduct data chats with teachers to debrief about the effectiveness of planning and delivery of...     | Ullivarri, Tony   | 8/22/2016                     | Walkthrough data, Informal/Formal Assessment Data, Interim & Topic Assessment Data, Growth Monitoring Reports | 6/8/2017 triannually  |
| G1.B1.S1.MA1<br> M334262  | During leadership team meetings, review evidence of each action step that was implemented to...        | Ullivarri, Tony   | 8/22/2016                     | Leadership Team / Data Review Meetings Sign-In Sheets, Lesson Plans, Coach Logs, Class Walkthrough Notes      | 6/8/2017 weekly       |
| G1.B1.S1.A2<br> A321059   | Incorporate the use of Achievement Level Descriptions during common planning sessions to engage...     | Garcia, Christina | 8/22/2016                     | Common planning agenda and sign-in sheets, lesson plans   | 6/8/2017 weekly       |
| G1.B1.S1.A3<br> A321060   | Provide targeted coaching cycles focusing on modeling evidenced-based strategies of the rigorous...    | Tabuteau, Kely    | 8/22/2016                     | Coach Calendar, Coach Logs, Lesson Plans, Student Work Samples  | 6/8/2017 daily        |
| G1.B1.S1.A4<br> A321061   | Conduct daily walk-throughs to monitor the implementation of standards-based planning and rigorous,... | Ullivarri, Tony   | 8/22/2016                     | Walk-through notes  | 6/8/2017 daily        |
| G1.B1.S1.A5<br> A321062 | Identify model classrooms in order for teachers to observe best practices.                             | Lewis, Jacqueline | 8/22/2016                     | Walk through notes  | 6/8/2017 weekly       |
| G1.B1.S1.A6<br> A321063 | Planning with a focus on grade level rigorous questioning during differentiated instruction            | Tabuteau, Kely    | 12/12/2016                    | D.I. folders, teacher lesson plans, coaching cycles, and common planning agendas                              | 6/8/2017 weekly       |
| G1.B1.S1.A7<br> A321064 | Maintain sufficient assessment data to support accurate reporting of student progress                  | Ullivarri, Tony   | 12/12/2016                    | OPM chart on onedrive, D.I. trackers, Intervention trackers   | 6/8/2017 biweekly     |
| G1.B1.S1.A8<br> A321065 | Organize a safe physical environment that is conducive to student learning and collaborative work.     | Garcia, Christina | 12/12/2016                    | Student work products, anchor charts  | 6/8/2017 weekly       |

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

|        |             |   |        |
|--------|-------------|---|--------|
| 1      | G1.B1.S1.A1 | PD- Questioning Strategies Using the ALD's  | \$0.00 |
| 2      | G1.B1.S1.A2 | Incorporate the use of Achievement Level Descriptions during common planning sessions to engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies. | \$0.00 |
| 3      | G1.B1.S1.A3 | Provide targeted coaching cycles focusing on modeling evidenced-based strategies of the rigorous Florida Standards during whole group instruction.  | \$0.00 |
| 4      | G1.B1.S1.A4 | Conduct daily walk-throughs to monitor the implementation of standards-based planning and rigorous, purposeful, and engaging instruction  | \$0.00 |
| 5      | G1.B1.S1.A5 | Identify model classrooms in order for teachers to observe best practices.  | \$0.00 |
| 6      | G1.B1.S1.A6 | Planning with a focus on grade level rigorous questioning during differentiated instruction   | \$0.00 |
| 7      | G1.B1.S1.A7 | Maintain sufficient assessment data to support accurate reporting of student progress   | \$0.00 |
| 8      | G1.B1.S1.A8 | Organize a safe physical environment that is conducive to student learning and collaborative work.  | \$0.00 |
| Total: |             |   | \$0.00 |