Orchard Villa Elementary School

2017-18 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 (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	B

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Orchard Villa Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 counselors 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	6	11	5	3	3	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	4	10	18	14	11	20	0	0	0	0	0	0	0	77

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	6	9	14	8	13	18	0	0	0	0	0	0	0	68

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 after school tutoring, Summer Academy and Saturday School 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The school completes a Parent and Family Engagement Plan (PFEP) which is available at the school site.

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, Student Services Department, Family Support Specialist, 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

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, Kely Tabuteau - Math Coach, Ms.Forges-School Psychologist, and Ms. Rivera-Speech Language Pathologist.

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

The MTSS/RtI 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 and Family Engagement Policy (PFEP) which is 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
Inez Adderly	Teacher
Angela Battle	Teacher
Beverly Williams	Education Support Employee
Tillman Richardson	Parent
Celia Corea	Business/Community
Jeanine Sardinas	Business/Community
Ceexta Hall	Teacher
Kristen Arocha	Teacher
Xavier Chatfield	Student
Daymian Martinez	Student
Patricia Cadet	Parent
Kiara Ramos	Parent
Pricilla Tillman	Parent
Angel Sanders	Parent
Delguesha Gibson	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 budget 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 used to purchase various incentives and awards, such as certificates, ribbons, medals, and trophies, to recognize achievement and improvement of academics and attendance in the amount of $1520.28.

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 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 district's MINT program as a mentoring program for new teachers. A MINT trained school site-based mentor is assigned by the principal to teachers new to the profession. The school also implements a buddy teacher system where a buddy teacher is assigned by the principal to teachers within their second year of teaching. Teachers are paired with mentors based on similar teaching assignments and mentors are selected based on teaching experience as well as consistently implementing best practices within their classroom. 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 sessions 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 aligned curriculum resources in D.I. groups and intervention. 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, i.e. iReady.

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: After School Program

Minutes added to school year: 2,000

To provide remediation and enrichment opportunities for students in reading and math.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- 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

Data collection includes i-Ready diagnostic assessments, growth monitoring reports, mid-year assessments, and topic assessments. To determine effectiveness of the strategy, leadership team will analyze class response to instruction reports, which should include an increase of time on task and higher percentage of lessons passed.

Strategy: Summer Program

Minutes added to school year: 2,100

Addressing the student deficiencies in reading, math and writing based on state assessments.

Strategy Rationale

To help increase students' reading and math proficiency on or above grade level before the school year begins.

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

Daily end products were used daily to determine mastery of daily learning target.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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- STAR) 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 their programs and curriculum that they will be exposed to in order to provide our fifth graders a smoother transition to middle school.

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.

Several colleges and universities were contacted throughout the summer in order for them to provide literature and resources about post-secondary education. Orchard Villa has created a college themed hallway in order to increase college awareness among students.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

1 = 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

🔑 G096974

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- There is limited evidence regarding the use of technology to differentiate instruction and enhance learning.

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

- Achievement Level Descriptions

- Technology infusion within curriculum

- Math Lab

- Hands-on activities

- Project-based learning

- Infographics

Plan to Monitor Progress Toward G1. 8

Review SIP and make reflection corrections as necessary.

Person Responsible
Tony Ullivarri

Schedule
Semiannually, from 8/21/2017 to 6/8/2018

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G096974

G1.B1 There is limited evidence regarding the use of technology to differentiate instruction and enhance learning. [2]

🔑 B260879

G1.B1.S1 Plan for and deliver a range of differentiated activities which incorporate concepts at different levels of complexity. [4]

🔑 S276252

Strategy Rationale

Differentiated lessons can be used for remediation and/or enrichment in order to meet the learning needs of all students as well as address the areas of deficiencies.

Action Step 1 [5]

Provide PD during opening of schools meeting to introduce methods of incorporating technology during lessons

Person Responsible

Tony Ullivarri

Schedule

On 8/17/2017

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 8/21/2017 to 6/8/2018

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 in order to respond to students' developmental levels during teacher led center.

Person Responsible

Kely Tabuteau

Schedule

Daily, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Action Step 4 `5`

Provide PD to analyze data to determine individual needs of students for differentiated instruction.

Person Responsible

Christina Garcia

Schedule

Daily, from 10/2/2017 to 10/2/2017

Evidence of Completion

Instructional Evaluation, Sign-in Sheet

Action Step 5 `5`

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

Person Responsible

Kely Tabuteau

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Action Step 6 `5`

Provide PD to demonstrate various technological resources that provide differentiated activities for students

Person Responsible

Kely Tabuteau

Schedule

On 10/27/2017

Evidence of Completion

Instructional evaluation and sign in sheets; implementation in classroom lessons

Action Step 7 `5`

Maintain sufficient assessment data to support accurate reporting of student progress

Person Responsible

Tony Ullivarri

Schedule

Biweekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Action Step 8 `5`

Conduct daily walk-throughs to monitor the implementation of differentiated activities at students' developmental levels.

Person Responsible

Tony Ullivarri

Schedule

Daily, from 10/3/2017 to 6/8/2018

Evidence of Completion

Walk-through notes

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 8/21/2017 to 6/8/2018

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 8/21/2017 to 6/7/2018

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
2018					
G1.B1.S1.A1 A371967	Provide PD during opening of schools meeting to introduce methods of incorporating technology...	Ullivarri, Tony	8/17/2017	Opening of Schools Agenda and Sign-in Sheet	8/17/2017 one-time
G1.B1.S1.A4 A371970	Provide PD to analyze data to determine individual needs of students for differentiated instruction.	Garcia, Christina	10/2/2017	Instructional Evaluation, Sign-in Sheet	10/2/2017 daily
G1.B1.S1.A6 A371972	Provide PD to demonstrate various technological resources that provide differentiated activities...	Tabuteau, Kely	10/27/2017	Instructional evaluation and sign in sheets; implementation in classroom lessons	10/27/2017 one-time
G1.B1.S1.MA1 M400122	Conduct data chats with teachers to debrief about the effectiveness of planning and delivery of...	Ullivarri, Tony	8/21/2017	Walkthrough data, Informal/Formal Assessment Data, Interim & Topic Assessment Data, Growth Monitoring Reports	6/7/2018 triannually
G1.MA1 M400124	Review SIP and make reflection corrections as necessary.	Ullivarri, Tony	8/21/2017	SIP Mid-year reflection worksheet	6/8/2018 semiannually
G1.B1.S1.MA1 M400123	During leadership team meetings, review evidence of each action step that was implemented to...	Ullivarri, Tony	8/21/2017	Leadership Team / Data Review Meetings Sign-In Sheets, Lesson Plans, Coach Logs, Class Walkthrough Notes	6/8/2018 weekly
G1.B1.S1.A2 A371968	Incorporate the use of Achievement Level Descriptions during common planning sessions to engage...	Garcia, Christina	8/21/2017	Common planning agenda and sign-in sheets, lesson plans	6/8/2018 weekly
G1.B1.S1.A3 A371969	Provide targeted coaching cycles focusing on modeling evidenced-based strategies in order to...	Tabuteau, Kely	8/21/2017	Coach Calendar, Coach Logs, Lesson Plans, Student Work Samples	6/8/2018 daily
G1.B1.S1.A5 A371971	Planning with a focus on grade level rigorous questioning during differentiated instruction	Tabuteau, Kely	8/21/2017	D.I. folders, teacher lesson plans, coaching cycles, and common planning agendas	6/8/2018 weekly
G1.B1.S1.A7 A371973	Maintain sufficient assessment data to support accurate reporting of student progress	Ullivarri, Tony	8/21/2017	OPM chart on onedrive, D.I. trackers, Intervention trackers	6/8/2018 biweekly
G1.B1.S1.A8 A371974	Conduct daily walk-throughs to monitor the implementation of differentiated activities at students'...	Ullivarri, Tony	10/3/2017	Walk-through notes	6/8/2018 daily

V. Professional Development Opportunities

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

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

G1.B1 There is limited evidence regarding the use of technology to differentiate instruction and enhance learning.

G1.B1.S1 Plan for and deliver a range of differentiated activities which incorporate concepts at different levels of complexity.

PD Opportunity 1

Provide PD during opening of schools meeting to introduce methods of incorporating technology during lessons

Facilitator

Kely Tabuteau

Participants

K-5 Teachers

Schedule

On 8/17/2017

PD Opportunity 2

Provide PD to analyze data to determine individual needs of students for differentiated instruction.

Facilitator

Garcia, Christina

Participants

Orchard Villa K-5 Teachers

Schedule

Daily, from 10/2/2017 to 10/2/2017

PD Opportunity 3

Provide PD to demonstrate various technological resources that provide differentiated activities for students

Facilitator

Tabuteau, Kely

Participants

Orchard Villa K-5 Teachers

Schedule

On 10/27/2017

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	**Provide PD during opening of schools meeting to introduce methods of incorporating technology during lessons**	$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 in order to respond to students' developmental levels during teacher led center.**	$0.00
4	G1.B1.S1.A4	**Provide PD to analyze data to determine individual needs of students for differentiated instruction.**	$0.00
5	G1.B1.S1.A5	**Planning with a focus on grade level rigorous questioning during differentiated instruction**	$0.00
6	G1.B1.S1.A6	**Provide PD to demonstrate various technological resources that provide differentiated activities for students**	$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	**Conduct daily walk-throughs to monitor the implementation of differentiated activities at students' developmental levels.**	$0.00
		Total:	$0.00