Orchard Villa Elementary School

2021-22 Schoolwide Improvement Plan

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Orchard Villa Elementary School

5720 NW 13TH AVE, Miami, FL 33142

http://orchardvillaelementaryschool.dadeschools.net/

Demographics

Principal: Tanya Daly Barnes S

Start Date for this Principal: 6/15/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (49%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	91%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Daly-Barnes, Tanya	Principal	Serving in the capacity of governing agent, the principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
	Assistant Principal	Serving in the capacity of governing agent, the assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making, evaluate the MTSS/RtI skills of school personnel, monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place, provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents and stakeholders as it relates to school-based MTSS/RtI functions, plans and projects.
Dolly, Jeff	Instructional Coach	The math instructional coach collaborates with teachers to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the mathematics program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Pryor, Jeanny	Instructional Coach	The literacy instructional coach collaborates with teachers in grades 3-5 to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the literacy program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Name	Position Title	Job Duties and Responsibilities
Hall, Ceexta	Instructional Coach	The literacy instructional coach collaborates with teachers in grades K-2 to familiarize them with the instructional curriculum, visits classrooms offering feedback and methods/strategies to improve instruction thereby positively impacting student achievement. Models lessons as necessary to guide instruction, provides assistance with the literacy program, co-plans lessons with teachers, analyzes students' end products, interprets assessment data for the purpose of assisting teachers in using results for instructional decision making, conducts individual and group discussions with teachers about instruction and learning, plans and conducts professional development workshops, creates presentations for teachers, assists with assessing students and the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Yates, Nancy	Instructional Media	The instructional media liaison maintains reports, records, files and all other information and data that supports the Leadership Team with day-to-day implementations. She assists the school and the community with technological devices for remote learning, assists students with intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being. She reviews school data frequently to ensure that the school program is meeting the academic and social development needs of the students and shares all available information with the RtI, ESE and Leadership Teams.

Demographic Information

Principal start date

Friday 6/15/2018, Tanya Daly Barnes S

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

237

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	28	45	36	37	40	0	0	0	0	0	0	0	225
Attendance below 90 percent	4	17	22	27	22	30	0	0	0	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	7	2	4	0	0	0	0	0	0	0	0	13
Course failure in Math	0	0	0	1	8	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	1	5	23	26	24	21	0	0	0	0	0	0	0	100

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	4	5	9	5	0	0	0	0	0	0	0	24

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	39	48	40	53	56	41	0	0	0	0	0	0	0	277
Attendance below 90 percent	16	22	25	25	32	17	0	0	0	0	0	0	0	137
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	3	4	0	0	0	0	0	0	0	0	0	14
Course failure in Math	0	0	1	9	0	7	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	4	2	12	7	13	0	0	0	0	0	0	0	38

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	62%	57%	42%	62%	56%
ELA Learning Gains				37%	62%	58%	54%	62%	55%
ELA Lowest 25th Percentile				44%	58%	53%	57%	59%	48%
Math Achievement				49%	69%	63%	55%	69%	62%
Math Learning Gains				54%	66%	62%	46%	64%	59%
Math Lowest 25th Percentile				52%	55%	51%	52%	55%	47%
Science Achievement				27%	55%	53%	38%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	35%	64%	-29%	58%	-23%
Cohort Comparison		-34%				
05	2021					
	2019	24%	60%	-36%	56%	-32%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	57%	69%	-12%	64%	-7%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-48%					
05	2021						
	2019	41%	65%	-24%	60%	-19%
Cohort Comparison		-57%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021						
	2019	27%	53%	-26%	53%	-26%
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools by grade level used to compile the data below are the I-Ready diagnostic and Science Midyear Assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.0	77.1	54.3
	Economically Disadvantaged	38.2	76.5	52.9
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.3	74.3	60
	Economically Disadvantaged	32.4	73.5	58.8
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.3	42.4	33.3
	Economically Disadvantaged	28.1	43.8	34.4
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.2	51.5	30.3
	Economically Disadvantaged	25.0	53.1	31.3
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.0	36.8	44.7
	Economically Disadvantaged	29.7	37.8	46.0
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10.5	16.2	42.9
	Economically Disadvantaged	10.8	16.2	42.9
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5.1	19.0	31.7
	Economically Disadvantaged	5.4	20.0	30.8
	Students With Disabilities	NA	20.0	40.0
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.1	19.0	31.7
	Economically Disadvantaged	5.4	20.0	30.8
	Students With Disabilities	N/A	20.0	40.0
	English Language Learners	N/A	N/A	N/A

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9.1	17.6	27.3
	Economically Disadvantaged	9.1	17.6	27.3
	Students With Disabilities	N/A	12.5	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.1	17.6	27.3
	Economically Disadvantaged	9.1	17.6	27.3
	Students With Disabilities	N/A	12.5	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	4.0	N/A
	Economically Disadvantaged	N/A	4.0	N/A
	Students With Disabilities	N/A	0.0	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	5			5							
ELL	10			30							
BLK	25	25		25	14		8				
HSP	11			22							
FRL	23	31		24	17		9				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	21		23	36						
ELL	31			46							
BLK	32	35	35	47	54	50	29				
HSP	33	58		63	64						
FRL	32	36	42	48	53	50	27				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	67		35	40	50					
ELL	50	80		69	40						
BLK	42	52	61	53	43	45	39				
HSP	42	60		65	58						
FRL	42	54	57	55	46	52	38				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	148
Total Components for the Federal Index	6
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	5
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:
According to the 2019 Data Map, 91% of 3rd grade retained students demonstrated learning gains on the 2019 FSA ELA outscoring the district's average of 81%.
According to the 2019 Data Map, 84% of the Kindergartners scored proficiently at or above the 80th percentile on the 2019 SAT10 which aligned with the Tier 1 schools which scored an average of 86%.
2021 data findings:
Overall ELA Proficiency decreased from 32% in 2019 to 23% in 2021 which is a 9% decrease.
Overall ELA Learning Gains decreased from 37% in 2019 to 31% in 2021 which is a 6% decrease.
ELA Lowest 25% increased from 44% in 2019 to 0% in 2021 which is a 44% decrease.

Overall Math Proficiency decreased from 44% in 2019 to 24% in 2021 which is a 20% decrease.
Overall Math Learning Gains decreased from 54% in 2019 to 17% in 2021 which is a 37% decrease.
Math Lowest 25% decreased from 52% in 2019 to 0% in 2021 which is a 52% decrease.

Overall Science Proficiency decreased from 27% in 2019 to 9% in 2021 which is an 18% decrease.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:
The data components, based off progress monitoring and 2019 state assessments, that demonstrate the greatest need for improvement are overall proficiency and learning gains in both ELA and Math.

The greatest need for improvement in ELA and Mathematics is proficiency and learning gains.
Overall ELA Learning Gains decreased from 53% in 2018 to 37% in 2019 which is a 16% decrease.
Overall Math Proficiency decreased from 51% in 2018 to 48% in 2019 which is a 3% decrease.

2021 data findings:
Overall ELA Proficiency decreased from 32% in 2019 to 23% in 2021 which is a 9% decrease.
Math Lowest 25% decreased from 52% in 2019 to 0% in 2021 which is a 52% decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2021 data findings:
The data findings showed that there was a 6% increase in the number of students missing 31 days or more of school from 2019-2020 to 2020-2021. The contributing factors that led to this need for improvement were lack of student engagement and attendance. The new actions that will be taken to address this need are monthly teacher Professional Development sessions to create varying engagement strategies in both Math and ELA. Attendance will be closely monitored daily with follow-up phone calls, text messages and home visits. In addition, students will be offered monthly incentives for perfect attendance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings:
Math Learning Gains increased from 47% in 2018 to 54% on the 2019 Florida Standards Assessment (FSA).

2021 data findings:
ELA Lowest 25% increased from 44% in 2019 to 50% on the 2021 FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 data findings:
The contributing factors that led to this improvement were consistency in implementing differentiated instruction and analyzing data to drive instruction. The actions taken were the use of data trackers and school wide data chats.

2021 data findings:
The contributing factors that led to this improvement were consistency in implementing differentiated instruction and intervention. The new actions that were taken in this area were effective monitoring of intervention, standards aligned differentiated instruction, and progress monitoring.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented in order to accelerate learning are Data Driven Instruction, Differentiated Instruction, and Standards-Based Collaborative Planning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The Leadership Team and Teacher Leaders will develop Professional Development (PD) sessions on Standards-Aligned Instruction in ELA and Differentiated Small Group Instruction in Math (8/30-10/11), making adjustments to groups as data becomes available after each assessment, as needed and continuous data chats with teachers for individualized feedback and next steps (8/30-10/11). Coach Teacher Collaborations (CTC) will also be implemented individually with teachers to support specific needs (8/30-10/11).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement will be: Saturday Success Academy, Spring Break Academy, various afterschool enrichment programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on analysis of FSA student data, our school will implement the Targeted Element of Standards-Aligned Instruction. Analysis of student data indicated a decrease in ELA proficiency and learning gains. Overall ELA proficiency decreased from 32% in 2019 to 23% in 2021 which is a 9% decrease. The overall ELA Learning Gains decreased from 37% in 2019 to 31% in 2021 which is a 6% decrease. Analysis of student data indicated a decrease in Science proficiency. Overall Science proficiency decreased from 27% in 2019 to 9% in 2021 which is an 18% decrease.
Measurable Outcome:	If we successfully implement the Targeted Element of Standards-Aligned Instruction, then our proficiency and learning gains of students will increase by a minimum of 10 percentage points as evidenced by the 2022 FSA ELA and FCAT 2.0 Science assessments. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.
Monitoring:	The administrators and instructional coaches will review lesson plans, observe instructional delivery, review student work products, and formative standards assessment data to ensure consistent implementation of Standards-Aligned Instruction with fidelity.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy:	Our school will focus on Standards-Based Collaborative Planning to bring teachers together to learn from one another and collaborate. This will lead to improvement in standards aligned lesson quality, instructional effectiveness and student achievement.
Rationale for Evidence-based Strategy:	The rationale for selecting Standards-Based collaborative planning is that it improves collaboration among teachers, promotes learning, insight, and constructive feedback. This will ensure that teachers deliver planned lessons to guide students through the demands of the standards/learning targets, and are able to demonstrate mastery of lesson objectives as evidenced by work samples, tasks and assessments.

Action Steps to Implement

8/31-10/11 The administrator will conduct classroom walkthroughs to observe effective implementation of Standards-Aligned instruction delivery, student mastery as evidence by work samples/end products, and formative assessment data. .

Person Responsible	Paul Clermont (pclermont@dadeschools.net)

8/31-10/11- The administrator will provide support and model implementation of Standards-Aligned Instruction for teachers in need of additional support as necessitated by classroom observation, teacher request, and analysis of student assessment data.

Person Responsible	Paul Clermont (pclermont@dadeschools.net)

8/31-10/11- Instructional coaches will conduct Coach Teacher Collaborations (CTC) to provide support and model implementation of Standards-Aligned Instruction for teachers in need of additional support as necessitated by classroom observation, teacher request, and analysis of student assessment data.

Person Responsible Jeanny Pryor (jeannyp@dadeschools.net)

8/31-10/11-Instructional coaches will facilitate weekly Standards-Based Collaborative Planning meetings. This will provide teacher support as well as practical strategies for effective implementation and instructional delivery for equitable access to Standards-Aligned Instruction.

Person Responsible Ceexta Hall (ceextha@dadeschools.net)

11/1-12/17- During collaborative planning process teachers will align visual resources with current topics along with student independent work tasks in order to guide effective instruction.

Person Responsible Paul Clermont (pclermont@dadeschools.net)

11/1-12/17- The instructional coaches will develop aligned Daily Learning Targets (DLTs) to Daily End Products (DEPs) with teachers during Collaborative Planning (CP). The explicit utilization of the Gradual Release of Responsibility Model will be developed during CP.

Person Responsible Ceexta Hall (ceextha@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on analysis of FSA student data, our school will implement the Targeted Element of Differentiated Instruction. Analysis of student data indicated a decrease in overall Math proficiency from 44% in 2019 to 24% in 2021. Overall Math Learning Gains decreased from 54% in 2019 to 17% in 2021. Math Lowest 25% decreased from 52% in 2019 to 0% in 2021.
Measurable Outcome:	If we successfully implement the Targeted Element of Differentiated Instruction, then our proficiency and learning gains of students will increase by a minimum of 10 percentage points as evidenced by the 2022 FSA Math Assessment. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons so that all students within the classroom can learn effectively regardless of differences and ability.
Monitoring:	The administrators and instructional coaches will review lesson plans, observe instructional delivery, review student work products, topic assessment data, and instructional grouping are adjusted accordingly to ensure consistent implementation of Differentiated Instruction is occurring with fidelity.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy:	Our school will focus on Differentiated Instruction to provide students with varied needs with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas.
Rationale for Evidence-based Strategy:	The rationale for selecting Differentiated Instruction is that it improves collaboration among students with varied needs, promotes learning, insight, and opportunities to remediate deficits. This will ensure that teachers deliver planned lessons that allow students an opportunity to access the content through multiple modalities. The demands of the standards/learning targets are disaggregated according to student assessment outcomes.

Action Steps to Implement

9/8- Provide Professional Development for teachers on effective implementation of Differentiated Instruction grades K-5. As a result, teachers will develop classroom lessons and instructional groupings aligned to student assessment outcomes.

Person Responsible	Jeff Dolly (306535@dadeschools.net)

Instructional coaches will facilitate weekly Standards-Based Collaborative Planning meetings to include differentiated instructional strategies. This will provide teacher support as well as practical strategies for effective implementation and instructional delivery for equitable access to Standards-Aligned Instruction.

Person Responsible	Jeff Dolly (306535@dadeschools.net)

8/31-10/11 Administration and instructional coaches will conduct classroom walkthroughs to observe effective implementation of Standards-Aligned instructional delivery, student mastery as evidence by work samples/end products, and formative assessment data.

Person Responsible	Jeff Dolly (306535@dadeschools.net)

8/31-10/11- Instructional coaches will conduct Coach Teacher Collaborations (CTC) to provide support and model appropriate implementation of Differentiated Instruction for teachers in need of additional support as necessitated by classroom observation, teacher request, and analysis of student assessment data.

Person Responsible Jeff Dolly (306535@dadeschools.net)

11/1-12/17- The instructional coach will model effective use of the bell-ringers and during Teacher Lead Center (TLC) utilizing, manipulatives, and the gradual release process during the TLC. The instructional coach will conduct end product reviews of the student workbooks, DI packets, and bell-ringer folders during collaborative planning.

Person Responsible Jeff Dolly (306535@dadeschools.net)

11/1-12/17- The coach will plan with teachers to establish opportunities for student collaboration throughout the lesson/gradual release model. The coach will plan with teachers for the effective use of manipulatives and ESOL/ESE strategies during lessons.

Person Responsible Jeff Dolly (306535@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on analysis of School Climate Survey, our school will implement the Social Emotional Learning (SEL). Analysis of 2020-2021 student survey data indicated that 23% of the student population disagree/strongly disagree that students usually follow the rules as compared to 37% in 2019-2020. Based on the data review, our school will implement the targeted element of SEL.
Measurable Outcome:	If we successfully implement the Social Emotional Learning (SEL), then our climate survey data will continue to reflect a decrease in student perception of peers' non-compliance of rules. Student Services Team will deliver planned lessons to guide students through the skills necessary to understand and manage emotions. Thereby decreasing the likelihood of maladaptive behaviors impeding the learning.
Monitoring:	The administrators and student services team will review student case management infractions on a monthly basis to determine efficacy of program implementation.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy:	Our school will focus on Social Emotional Learning which involves the processes where students and staff acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and self-manage emotions.
Rationale for Evidence-based Strategy:	The rationale for selecting Social Emotional Learning is to promote the physical, emotional, and mental health of students and employees within and beyond school to maintain positive relationships, and make responsible decisions.

Action Steps to Implement

9/8-10/1 Provide Professional Development for social-emotional learning. As a result, teachers and students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

8/30-10/11 Student Services Team and Mindfulness Liaison will facilitate the recitation of the daily mantra adopted during the initial schoolwide PD.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

8/30-10/11 Monthly schoolwide implementation of incentives for students and staff to reduce student stress and staff fatigue. Administration and Student Services will conduct classroom walkthroughs to observe effective implementation of Social Emotional Learning delivery and practices.

Person Responsible Ceexta Hall (ceextha@dadeschools.net)

8/30-10/11 Student Services and Mindfulness Liaison will provide parent presentations on Mindfulness practices on social emotional learning so that all stakeholders are on one accord therefore, providing a strong home/school connection.

Person Responsible Ceexta Hall (ceextha@dadeschools.net)

11/1-12/17- Establish a school wide Mantra that the school administration will recite with the student body on a daily basis over the Public Announcement System (PA).

Person Responsible Ceexta Hall (ceextha@dadeschools.net)

11/1-12/17- Student Services team will provide students and parents with outside agencies/referrals that will assist with family therapy and food distribution as needed.

Person Responsible Paul Clermont (pclermont@dadeschools.net)

#4. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Based on analysis of School Climate Survey, our school will implement the Targeted Element of Shared Leadership. Analysis of 2020-2021 staff survey data indicated that 90% of the staff population agree/strongly agree that school personnel work well together as a team as compared to 87% in 2019-2020. It is a critical need to develop conscious leadership practices, and improve skills critical to performance.
Measurable Outcome:	If we successfully implement the practice of Shared Leadership and by fostering teamwork and strengthening relationships, the organization will consistently yield a positive impact on student learning and staff empowerment. This will be evidenced by a 5% increase on the 2021-2022 Staff Climate Survey Leadership and Relationships category.
Monitoring:	The administrators will informally and qualitatively survey staff's perception of leadership opportunities. Additionally, administrators will review staff participation on school site committees and initiatives.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy:	Our school will focus on Shared Leadership which is the practice of governing the school by expanding the number of people involved in making important decisions related to the schools' operation, and academics.
Rationale for Evidence-based Strategy:	The rationale for selecting Shared Leadership is to promote a vested interest in the school. When staff efficacy is improved, academic learning is augmented, and the school climate is positively impacted.

Action Steps to Implement

8/30-10/11 Teachers will be afforded the opportunities to be content leads and presenters in the development of their colleagues in various areas.

Person Responsible	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

8/30-10/11 Interested teachers will have an opportunity to participate in Leadership Team Meetings to be involved in the decision making process.

Person Responsible	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

8/30-10/11 Teachers will have the opportunities to spearhead committees and other school wide initiatives.

Person Responsible   Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

8/30-10/11 Create committees to empower students that will afford them opportunities to lead and participate in the decision-making process.

Person Responsible   Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

11/01-12/17 Implement the student based committees that will participate in the decision-making process for school-wide events and activities.

Person Responsible   Paul Clermont (pclermont@dadeschools.net)

11/01-12/17 Department heads will participate in Leadership Team (LT) meetings to be involved in the decision making process.

Person Responsible   Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on analysis of FSA student data, our school will implement the Targeted Element of Standards-Aligned Instruction. Analysis of student data indicated a decrease in ELA proficiency and learning gains. Overall ELA proficiency decreased from 32% in 2019 to 23% in 2021 which is a 9% decrease. The overall ELA Learning Gains decreased from 37% in 2019 to 31% in 2021 which is a 6% decrease. 52% of students in Kindergarten through grade 3, based on the i-Ready AP3 data, are not on track to score level 3 or above on the statewide, standardized grade 3 English Language Arts assessment.
Measurable Outcome:	f we successfully implement the Targeted Element of Standards-Aligned Instruction, then our proficiency and learning gains of students will increase by a minimum of 10 percentage points as evidenced by the 2022 FSA ELA assessment. Students will demonstrate mastery of lesson objectives through their work samples, end products, formative and summative assessments. Teachers will deliver planned lessons to guide students through the demands of the identified standards and learning targets.
Monitoring:	The administrators and instructional coaches will review lesson plans, observe instructional delivery, review student work products, and formative standards assessment data to ensure consistent implementation of Standards-Aligned Instruction with fidelity.
Person responsible for monitoring outcome:	Tanya Daly-Barnes (tdaly-barnes@dadeschools.net)
Evidence-based Strategy:	Our school will focus on Standards-Based Collaborative Planning to bring teachers together to learn from one another and collaborate. This will lead to improvement in standards aligned lesson quality, instructional effectiveness and student achievement.
Rationale for Evidence-based Strategy:	The rationale for selecting Standards-Based collaborative planning is that it improves collaboration among teachers, promotes learning, insight, and constructive feedback. This will ensure that teachers deliver planned lessons to guide students through the demands of the standards/learning targets, and are able to demonstrate mastery of lesson objectives as evidenced by work samples, tasks and assessments.
Action Steps to Implement	

9/8- Provide Professional Development for teachers on effective implementation of the new B.E.S.T standards grades K-5. As a result, teachers will develop classroom lessons aligned to the new B.E.S.T standards .

Person Responsible	Jeanny Pryor (jeannyp@dadeschools.net)

8/31-10/11 Instructional coaches will facilitate weekly Standards-Based Collaborative Planning meetings. This will provide teacher support as well as practical strategies for effective implementation and instructional delivery for Standards-Aligned Instruction.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

8/31-10/11 Administration and instructional coaches will conduct classroom walkthroughs to observe effective implementation of Standards-Aligned instruction delivery, student mastery as evidence by work samples/end products, and formative assessment data.

Person Responsible	Ceexta Hall (ceextha@dadeschools.net)

8/31-10/11- Instructional coaches will conduct Coach Teacher Collaborations (CTC) to provide support and model implementation of Standards-Aligned Instruction for teachers in need of additional support as necessitated by classroom observation, teacher request, and analysis of student assessment data.

Person Responsible   Jeanny Pryor (jeannyp@dadeschools.net)

11/1-12/17 During Collaborative Planning (CP), the Instructional Coaches will plan with the use of the graphic organizers in the Reading/Writing Companion (RWC) in order to facilitate completion of the writing process and end products in writing. The instructional coaches will also model this portion with the use of the RWC.

Person Responsible   Jeanny Pryor (jeannyp@dadeschools.net)

11/1-12/17 The Instructional Coach will conduct data chats for analyzing Progress Monitor Assessment (PMA) with teachers and identifying deficient standards and appropriate resources for Differentiated Instruction (DI). Teachers will conduct data chats with students during DI.

Person Responsible   Jeanny Pryor (jeannyp@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the state report Orchard Villa Elementary School has a ranked 1334 out of 1395 which is 4.8 incidents per 100 students. This rate is greater than the statewide elementary rate of 1.0 per 100 students. The primary area of concern are students maladjusted behaviors acclimating to the classroom setting and Social and Emotional Learning (SEL). The school will work on stopping classroom outburst and implement strategies given by the school guidance counselor to prevent student maladaptive behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are shared leadership, leadership accessibility and opportunities, and encouraging family participation. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Staff are provided opportunities to take part in leadership roles, to be mentors and receive mentorship. We also ensure information is provided to all stakeholder through our class dojo, texts via school messenger and social media platform. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Teacher Leaders and Counselors (our School Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			4171 - Orchard Villa Elementary Schl	Title, I Part A		$1,000.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development				$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$1,000.00