



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Orchard Villa Elementary School

5720 NW 13TH AVE

Miami, FL 33142

305-754-0607

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 B	2012-13 D	2011-12 D	2010-11 C
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Orchard Villa Elementary Schl

Principal

Jennifer Escandell

School Advisory Council chair

Junnel Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jennifer Escandell	Principal
Jacqueline Lewis	Assistant Principal
Ja'net Lowe	Reading Coach
Kely Tabuteau	Math Coach
Christina Garcia	Science Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal- 1, UTD steward – 1, teachers – 5, parents – 7, educational support- 1, student – 1, BCR – 1

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The EESAC will assist in preparing and evaluating the school improvement plan and the school's annual budget. In addition the EESAC will monitor school activities and may wish to recommend waivers or

changes to Florida board of education rules and/or school board policies where waivers or changes are necessary to eliminate obstacles to the delivery of necessary educational programs.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school EESAC funds includes \$2023 to be used to purchase supplemental instructional materials to support School Improvement goals for Reading, Math, and Science.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jennifer Escandell

Principal

Years as Administrator: 4

Years at Current School: 1

CredentialsBachelor of Arts in English, Master of English Education,
Educational Specialist in Educational leadership**Performance Record**

2013 – School Grade - D
 Rdg. Proficiency, 37%
 Math Proficiency, 38%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 73 points
 Math Imp. of Lowest 25% -
 75 points
 Rdg. AMO –39
 Math AMO–47

2012 – School Grade - B
 Rdg. Proficiency, 35%
 Math Proficiency, 49%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% -
 95 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO –42
 Math AMO–47

2011 – School Grade - C
 Rdg. Proficiency, 49%
 Math Proficiency, 58%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% -
 40 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO –32
 Math AMO–42

Jacqueline Lewis

Asst Principal

Years as Administrator: 7

Years at Current School: 4

Credentials

Master of Science in ESOL, Bachelor of Science in Exceptional Student Education, Certification in Educational Leadership

Performance Record

2013 – School Grade - D
 Rdg. Proficiency, 37%
 Math Proficiency, 38%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 74 points
 Rdg. Imp. of Lowest 25% -
 73 points
 Math Imp. of Lowest 25% -
 75 points
 Rdg. AMO –39
 Math AMO–47

2012 – School Grade - D
 Rdg. Proficiency, 25%
 Math Proficiency, 20%
 Rdg. Lrg. Gains, 55 points
 Math Lrg. Gains, 40 points
 Rdg. Imp. of Lowest 25% -
 62 points
 Math Imp. of Lowest 25% -
 52 points
 Rdg. AMO –33
 Math AMO–41

2011 – School Grade - C
 Rdg. Proficiency, 58%
 Math Proficiency, 60%
 Rdg. Lrg. Gains, 53 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% -
 60 points
 Math Imp. of Lowest 25% -
 70 points
 Rdg. AMO –27
 Math AMO–36

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ja'net Lowe

Full-time / School-based

Years as Coach: 5

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Educational
Specialist in Reading-
Nova Southeastern University
Master of Science in Varying Exceptionalities –Nova Southeastern
University
Bachelor of Arts in Human Services – St. Thomas University
Certifications- Reading (K-12), Exceptional Student Education
(K-12), ESOL (K-12, Elementary Education (K-12), Pre-K/Primary
Education (age 3-grade 3)

Performance Record

2013 – School Grade - D
Rdg. Proficiency, 37%
Math Proficiency, 38%
Rdg. Lrg. Gains, 63 points
Math Lrg. Gains, 74 points
Rdg. Imp. of Lowest 25% -
73 points
Math Imp. of Lowest 25% -
75 points
Rdg. AMO –39
Math AMO–47
2012 – School Grade - D
Rdg. Proficiency, 25%
Math Proficiency, 20%
Rdg. Lrg. Gains, 55 points
Math Lrg. Gains, 40 points
Rdg. Imp. of Lowest 25% -
62 points
Math Imp. of Lowest 25% -
52 points
Rdg. AMO –33
Math AMO–41
2011 – School Grade - C
Rdg. Proficiency, 58%
Math Proficiency, 60%
Rdg. Lrg. Gains, 53 points
Math Lrg. Gains, 61 points
Rdg. Imp. of Lowest 25% -
60 points
Math Imp. of Lowest 25% -
70 points
Rdg. AMO –27
Rdg. AMO - 36

Kely Tabuteau

Full-time / School-based

Years as Coach: 4

Years at Current School: 6

Areas

Mathematics

Credentials

Master's Degree in Elementary School Mathematics - Nova Southeastern University

Bachelor of Arts Degree in Law- University of Haiti
Elementary Education, Exceptional Student Education, and Integrated Curriculum Certification – State of Florida**Performance Record**

2013 – School Grade - D

Rdg. Proficiency, 37%

Math Proficiency, 38%

Rdg. Lrg. Gains, 63 points

Math Lrg. Gains, 74 points

Rdg. Imp. of Lowest 25% -

73 points

Math Imp. of Lowest 25% -

75 points

Rdg. AMO –39

Math AMO–47

2012 – School Grade - D

Rdg. Proficiency, 25%

Math Proficiency, 20%

Rdg. Lrg. Gains, 55 points

Math Lrg. Gains, 40 points

Rdg. Imp. of Lowest 25% -

62 points

Math Imp. of Lowest 25% -

52 points

Rdg. AMO –33

Math AMO–41

2011 – School Grade - C

Rdg. Proficiency, 58%

Math Proficiency, 60%

Rdg. Lrg. Gains, 53 points

Math Lrg. Gains, 61 points

Rdg. Imp. of Lowest 25% -

60 points

Math Imp. of Lowest 25% -

70 points

Rdg. AMO –27

Math AMO–36

Christina Garcia

Full-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Science

Credentials Master’s Degree in Elementary Reading- Nova Southeastern University
 Bachelors of Science with ESOL Endorsement in Elementary Education- Florida International University

Performance Record

2013 – School Grade - A
 Rdg. Proficiency, 62%
 Math Proficiency, 78%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest % - 75 points
 Math Imp. of Lowest % - 76 points
 Rdg. AMO – 65
 Math AMO–73

2012 – School Grade - A
 Rdg. Proficiency, 65%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% - 79 points
 Rdg. AMO – 62
 Math AMO– 71

2011 – School Grade - A
 Rdg. Proficiency, 76%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 68 points
 Rdg. Imp. of Lowest 25% - 60 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AMO –58
 Math AMO – 68

Classroom Teachers

of classroom teachers

23

receiving effective rating or higher

23, 100%

Highly Qualified Teachers

96%

certified in-field

32, 139%

ESOL endorsed

15, 65%

reading endorsed

4, 17%

with advanced degrees

15, 65%

National Board Certified

0, 0%

first-year teachers

1, 4%

with 1-5 years of experience

5, 22%

with 6-14 years of experience

19, 83%

with 15 or more years of experience

8, 35%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

2, 67%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school participates with local college and university student teaching programs, teacher fairs, clinical education interns, and the MINT program to recruit and retain highly qualified teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Jennifer Escandell- Principal, Jacqueline Lewis-Assistant Principal, Donald Hylor- Guidance Counselor, Ja'net Lowe- Reading Coach, Jose Cine-School Psychologist, and Samantha Ramboli-Speech Language Pathologist, Sandra Ortiz- RTI Chair

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The leadership Team will provide levels of support and intervention to students based on data.
4. The Leadership Team will consider data the end of year for Tier 1 problem solving.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the allocation of school-based resources
- Adjust the delivery of behavior management system
- Drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim Assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior and context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs
- RTIB

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImpliComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff

needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

Orchard Villa will lengthen the school day by 60 minutes three times a week beginning after the Fall Interim Assessment. FCAT and Interim data will be disaggregated and students needing additional intervention will be targeted for extended learning opportunities. The after school program will provide enrichment and intervention opportunities aligned to student data, NGSSS and Common Core where applicable.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected immediately after the FAIR and District Interim Assessments. Other data collected includes SuccessMaker and curricular programmatic data. The RTI/MTSS team, along with classroom teachers, meets on a weekly basis to determine the effectiveness of strategies. Persons responsible include: Principal, Assistant Principal, Instructional Coaches, RTI/MTSS team, and Classroom Teachers.

Who is responsible for monitoring implementation of this strategy?

The Literacy Leadership team is comprised of Jennifer Escandell (principal), Jacqueline Lewis (assistant principal), Ja'net Lowe (reading coach), Sandra Ortiz (RTI chair), Donald Hylor (counselor), and Nancy Yates (media).

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Escandell	Principal
Jacqueline Lewis	Assistant Principal
Ja'net Lowe	Reading Coach
Donald Hylor	Counselor
Nancy Yates	Media

Name	Title
Sandra Ortiz	RTI Chair

How the school-based LLT functions

The Literacy Leadership team will meet at least once a month to focus on areas of literacy concerns. The principal will cultivate the vision for increased school-wide literacy across all content areas by participating in all team meetings and activities. The principal will also provide necessary resources to the team. The assistant principal will assist the principal in implementing school-wide literacy in the school. The reading coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the team to determine fidelity of implementation of the K-12 Comprehensive Research Based Reading Plans (CRRP). The reading coach will provide motivation and promote a spirit of collaboration within the team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

Major initiatives of the LLT

Major initiatives of the LLT include the planning and implementation of Accelerated Reader, establishing model classrooms, supporting instruction through data analysis and instruction, and providing professional growth opportunities.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

- Annual Parent Meetings – Title I preschool staff will conduct a meeting for parents outlining what they and their child(ren) can expect from participating in the Title I preschool program.
 - Administration of Florida Kindergarten Readiness Screener (FLKRS) to provide for the screening of each child's readiness for kindergarten.
 - Administration of Florida Assessment for Instruction in Reading (FAIR) 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	37%	Yes	45%
American Indian		0%		
Asian		0%		
Black/African American	40%	37%	Yes	46%
Hispanic	33%	0%	No	39%
White		0%		
English language learners		0%		
Students with disabilities	22%	13%	Yes	30%
Economically disadvantaged	39%	36%	Yes	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	24%	29%
Students scoring at or above Achievement Level 4	20	11%	13%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	24%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	18	30%	37%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	38%	Yes	52%
American Indian				
Asian				
Black/African American	44%	39%	Yes	50%
Hispanic	50%		No	54%
White				
English language learners				
Students with disabilities	26%	13%	No	33%
Economically disadvantaged	46%	39%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	24%	28%
Students scoring at or above Achievement Level 4	23	12%	14%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		75%	78%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	24%	29%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	
Students scoring at or above Level 7		0%	

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		
Participation in STEM-related experiences provided for students	3		

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	99	20%	19%
Students retained, pursuant to s. 1008.25, F.S.	55	12%	11%
Students who are not proficient in reading by third grade	45	63%	57%
Students who receive two or more behavior referrals	42	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase students' comprehension of rigorous text, through the implementation of critical thinking strategies during daily classroom instruction.

Goals Detail

G1. Increase students' comprehension of rigorous text, through the implementation of critical thinking strategies during daily classroom instruction.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Coaches
- Common Planning
- Data Chats
- Science Lab

- Departmentalized Classes (grades 2-5)
- Computer Lab
- PBS System (incentives)
- Monthly PD's
- Built-in Gradual Release in the Reading Program
- Gradual Release formatted lesson plans

Targeted Barriers to Achieving the Goal

- Teacher knowledge and implementation of professional development initiatives.

Plan to Monitor Progress Toward the Goal

The team will sit together to review an increase in student achievement for each district assessment (reading, math and science). If the student did not show any gains then the team will decide to continue, intensify, modify, or terminate strategies, revisit barriers, or modify the goal itself based on data.

Person or Persons Responsible

Administration, Coaches, DA Region V, ETO Support Staff, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson planning and delivery, students assessments, data chats, increased student engagement, increased teacher modeling of strategies and instruction, and increased student achievement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' comprehension of rigorous text, through the implementation of critical thinking strategies during daily classroom instruction.

G1.B1 Teacher knowledge and implementation of professional development initiatives.

G1.B1.S1 Provide professional development in implementing the critical thinking strategies in the classroom.

Action Step 1

Conduct a meeting to discuss the professional development agenda.

Person or Persons Responsible

Administration, Coaches, DA Region 5

Target Dates or Schedule

December, 2014

Evidence of Completion

Sign-in Sheet, Agenda

Action Step 2

Provide professional development in implementing the critical thinking strategies in the classroom

Person or Persons Responsible

DA Region 5

Target Dates or Schedule

January, 2014

Evidence of Completion

Agenda, Teacher Sign-in Sheet

Facilitator:

DA Region 5

Participants:

All Staff

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

Review professional development rosters, deliverables (pd presentation, handouts, materials)

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

January 2014

Evidence of Completion

Professional development roster

Plan to Monitor Effectiveness of G1.B1.S1

Conduct a knowledge building meeting to debrief.

Person or Persons Responsible

Administration, Coaches, DA Region V

Target Dates or Schedule

January 2014

Evidence of Completion

Agenda and sign-in roster

G1.B1.S2 Model strategies during common planning.

Action Step 1

Observe and tier teachers.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Log

Action Step 2

Meet with individual teachers to set goals and model a particular strategy learned in professional development.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Cycle Form, Coaching Log, Instructional Delivery

Action Step 3

Meet with individual teachers to co-teach, observe (again), and debrief the said strategy learned in professional development.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Cycle Form, Coaching Log, Lesson Plans, Instructional Delivery

Action Step 4

Utilize the coaching cycle to observe and model the strategies learned in professional development.

Person or Persons Responsible

ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

CSS Coaching Log, Lesson Plans, Instructional Delivery

Action Step 5

Conduct walk-throughs to ensure effective implementation of strategies during lesson delivery

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal & Formal Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Coaches will model strategies during common planning.

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Ongoing (Bi-Weekly)

Evidence of Completion

Planning Agendas and sign-in sheets

Plan to Monitor Effectiveness of G1.B1.S2

Review evidence of completion.

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Administrative walk-throughs to ensure implementation, coach-teacher debriefing

G1.B1.S3 Utilize the coaching cycle to observe and model the strategies learned in professional development.

Action Step 1

The coaches will collaborate the strategies that will be modeled during common planning.

Person or Persons Responsible

Coaches, Administration

Target Dates or Schedule

December, 2013

Evidence of Completion

Coaching Log

Action Step 2

Model strategies during common planning.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, Teacher Sign-in Sheet, Coaching Log

Action Step 3

Provide support to coaches during common planning.

Person or Persons Responsible

ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, Teacher Sign-in Sheet, Coaching Log

Plan to Monitor Fidelity of Implementation of G1.B1.S3

The coaches will meet with individual teachers and carry out the coaching cycle with them to ensure the strategies learned in the professional development workshop are carried out properly and with fidelity.

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching schedules, coaching logs, admin/teacher data chats, teacher-coach debriefings, classroom walk through, lesson planning and delivery

Plan to Monitor Effectiveness of G1.B1.S3

Look at the evidence of the coaching cycle and implementation of the strategies.

Person or Persons Responsible

Administration, ETO Support Staff, Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Teacher lesson plans and delivery, coaching schedules and logs, administration walk-through and observations, student data, administration-teacher data chats,

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Orchard Villa Elementary provides services to students requiring additional remediation through after-school programs, Saturday Academy and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school's students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They also identify systematic patterns of student need while working with district personnel to identify appropriate evidence based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of a program for progress monitoring using data collection and data analysis; participate in the design and delivery of professional development workshops; and ensure appropriate implementation/ monitoring of assessments. Parents participate in the design of their school's Parent Involvement Plan (PIP- will be provided in three languages at school site), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent /Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletters for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish, and Haitian-Creole, will be available online via hard copy for parents (at school site and at District meetings) to complete. Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Other components that are integrated into the school-wide program include an extensive parental program; Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, neglected, and delinquent students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase students' comprehension of rigorous text, through the implementation of critical thinking strategies during daily classroom instruction.

G1.B1 Teacher knowledge and implementation of professional development initiatives.

G1.B1.S1 Provide professional development in implementing the critical thinking strategies in the classroom.

PD Opportunity 1

Provide professional development in implementing the critical thinking strategies in the classroom

Facilitator

DA Region 5

Participants

All Staff

Target Dates or Schedule

January, 2014

Evidence of Completion

Agenda, Teacher Sign-in Sheet

Appendix 2: Budget to Support School Improvement Goals