

Orchard Villa Elementary School



2014-15 School Improvement Plan

Orchard Villa Elementary School

5720 NW 13TH AVE, Miami, FL 33142

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
99%

Alternative/ESE Center
No

Charter School
No

Minority
100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	D	D	C

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	37

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	18	19	20	12	8	101
One or more suspensions	0	0	0	5	6	7	18
Course failure in ELA or Math	10	22	28	34	5	12	111
Level 1 on statewide assessment	0	0	0	22	10	12	44

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	34	40	47	61	33	39	254

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

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

See PIP

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Escandell, Jennifer	Principal
Lewis, Jacqueline	Assistant Principal
Garcia, Christina	Instructional Coach
Tabuteau, Kely	Instructional Coach

Duties

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

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

The focus of the MTSS/Rtl Leadership Team is to address individual students' needs and apply

appropriate strategies to correct deficiencies. The Team will utilize the MTSS/Rtl process by collecting assessment results, disaggregating data and applying effective interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

The MTSS/Rtl Leadership Team will:

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

Title I, Part A

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

program; Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, neglected, and delinquent students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer Escandell	Principal
Sandra Ortiz	Teacher
Aaliyah Farmer	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Escandell, Jennifer	Principal
Lewis, Jacqueline	Assistant Principal
Garcia, Christina	Instructional Coach
Ortiz, Sandra	SAC Member

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Orchard Villa Elementary offers continual support and professional development opportunities to establish positive working relationships between teachers. Weekly collaborative planning is provided for all grade-levels. Teachers are encouraged to plan collaboratively to enable the most effective instructional support for students. Shared decision making, resources, and supplies allow opportunities for continuous improvement at Orchard Villa Elementary.

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

The school participates with local college and university student teaching programs, teacher fairs, clinical education interns, and Teach for America to recruit highly qualified teachers. New teachers are provided with collaborative planning opportunities and a new teacher induction program to assist them throughout the school year.

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 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 assessment 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 Florida Standards where applicable.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lewis, Jacqueline, jnlewis@dadeschools.net

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

Data is collected immediately after the FAIR and District Interim Assessments. Other data collected includes IREADY 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.

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To decrease the number of students in Kindergarten through fifth grades with an attendance rate below 90 percent.
- G2.** To increase participation in the number of students who participate in the school-wide science fair.
- G3.** To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To decrease the number of students in Kindergarten through fifth grades with an attendance rate below 90 percent. **1a**

G049948

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	90.0

Resources Available to Support the Goal **2**

- Parent Academy workshops
- Monthly Educational Excellence (EESAC) meetings
- Parent Resource Center
- Parent Teacher Student Association (PTSA) meetings
- School social worker
- Counselor

Targeted Barriers to Achieving the Goal **3**

- Limited parental involvement
- Transient population

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

Parent attendance data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Jacqueline Lewis

Schedule

On 5/29/2015

Evidence of Completion

EESAC and PTSA minutes, agendas, sign in sheets

G2. To increase participation in the number of students who participate in the school-wide science fair. 1a

G049947

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

FCAT 2.0 Science Proficiency

Resources Available to Support the Goal 2

- District/ETO Workshops
- Promethean Boards
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- There is limited and inconsistent instructional delivery aligned to in-depth application of science, technology, and engineering.

Plan to Monitor Progress Toward G2. 8

Review student Interim Data

Person Responsible

Kely Tabuteau

Schedule

Quarterly, from 11/6/2014 to 6/4/2015

Evidence of Completion

Student Interim Data, Science Fair Projects, Student Work Products, Science Journals

G3. To increase student achievement by improving core instruction in all content areas. 1a

G047974

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	51.0
FSA - English Language Arts - Proficiency Rate	51.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	97.0

Resources Available to Support the Goal 2

- ETO Workshops
- Common Planning Opportunities
- ETO Collaboration Portal
- Availability of Instructional Coaches/Coaching Cycles
- Availability of Curriculum Support Specialists
- Promethean Boards
- Intervention Materials
- School-wide "Problem of the Week"
- CER Bellringer- math
- Item Specification Sample Problems
- Pacing Guides
- Essential Labs- science
- Community Involvement Specialist
- Social Worker
- Health Connect
- Counselor
- Parent Academy

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of in-depth planning and instructional delivery aligned to the Florida Standards and/or NGSSS as applicable.
- There is inconsistent utilization of explicit instruction utilizing the Gradual Release of Responsibility Model.

Plan to Monitor Progress Toward G3. 8

Review SIP and make reflection corrections as necessary.

Person Responsible

Jennifer Escandell

Schedule

On 11/26/2014

Evidence of Completion

Leadership Team Meeting Sign-in Sheet

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. To decrease the number of students in Kindergarten through fifth grades with an attendance rate below 90 percent. **1**

 G049948

G1.B1 Limited parental involvement **2**

 B125023

G1.B1.S1 Increase communication with parents to ensure that families are informed about school wide policies and best practices. **4**

 S136932

Strategy Rationale

An improvement with student attendance will increase student academic performance in all core content areas.

Action Step 1 **5**

Plan and schedule quarterly parent academies aimed at providing information/training on improving the academic success of students as related to early warning system indicators.

Person Responsible

Jacqueline Lewis

Schedule

On 5/29/2015

Evidence of Completion

Minutes from monthly parent meetings, Agendas, Sign in sheets

Action Step 2 5

Conduct RTI/MTSS meetings with parents to provide targeted support to students and families.

Person Responsible

Sandra Ortiz

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Sign-in sheets, Intervention DATA, SST Data

Action Step 3 5

Revise attendance plan with input from all student stakeholders.

Person Responsible

Jacqueline Lewis

Schedule

Semiannually, from 10/30/2014 to 6/1/2015

Evidence of Completion

Attendance Reports, Attendance Plan

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

Ensure that monthly school wide activities such as PTSA, EESAC, and parent academy workshops, are communicated to parents and teachers consistently via a variety of media venues.

Person Responsible

Jacqueline Lewis

Schedule

On 5/29/2015

Evidence of Completion

Minutes from EESAC and PTSA meetings, sign in sheets, agendas, Connect ED logs

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

Monthly meetings are held to provide parental information regarding school wide instructional activities. These meetings will communicate current and expected educational student outcomes and address parental concerns. Participation with monthly parent activities will support the implementation of school initiatives.

Person Responsible

Jacqueline Lewis

Schedule

On 5/29/2015


Evidence of Completion

EESAC and PTSA minutes, agendas, sign sheets

G1.B2 Transient population 2

 B125024

G1.B2.S1 Population surrounding school has a high mobility rate and as a result students usually are unable to complete an entire school year. 4

 S136935

Strategy Rationale

Provide parents with various resources which will help to decrease the high mobility.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible

Schedule

Evidence of Completion


G2. To increase participation in the number of students who participate in the school-wide science fair. 1

 G049947

G2.B1 There is limited and inconsistent instructional delivery aligned to in-depth application of science, technology, and engineering. 2

 B125339

G2.B1.S1 Plan for and deliver instruction that allows students the opportunity to apply science, technology, and engineering standards in project-based learning. 4

 S137219

Strategy Rationale

Instruction must be aligned to researched-based standards/benchmarks to support in-depth application of STEM.

Action Step 1 5

Conduct planning sessions utilizing science standards and resources that support project-based learning.

Person Responsible

Christina Garcia

Schedule

Monthly, from 11/6/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, agendas, student work samples, student data

Action Step 2 5

Provide professional development to teachers on science fair/project-based learning resources and effective instructional activities that support the application of STEM.

Person Responsible

Christina Garcia

Schedule

On 11/4/2014

Evidence of Completion

Sign-in sheets, agendas, student work samples, student data

Action Step 3 5

Conduct planning sessions that incorporate the use of instructional technology as a resource to support the application of STEM in lesson delivery.

Person Responsible

Christina Garcia

Schedule

Monthly, from 10/23/2014 to 6/1/2015

Evidence of Completion

Walkthrough notes, lesson plans, student data, student work samples

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Principal and assistant principal will monitor coaching logs and planning sessions to ensure implementation.

Person Responsible

Jacqueline Lewis

Schedule

Monthly, from 11/6/2014 to 6/4/2015

Evidence of Completion

Coaching logs, student work samples, agendas, sign-in sheets, walkthrough logs, Science Fair Projects

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review student data

Person Responsible

Jennifer Escandell

Schedule

Every 6 Weeks, from 11/20/2014 to 6/4/2015


Evidence of Completion

Student Interim Assessment Data, IREADY data, FCAT Explorer data, MDCPS Science Fair Project Submissions


G3. To increase student achievement by improving core instruction in all content areas. 1

 G047974

G3.B1 There is limited evidence of in-depth planning and instructional delivery aligned to the Florida Standards and/or NGSSS as applicable. 2

 B120164

G3.B1.S1 Plan for and deliver rigorous, purposeful, and engaging instruction that is based on standards and/or specific course benchmarks. 4

 S131982

Strategy Rationale

Instruction must be aligned to research-based Florida Standards to ensure effective instruction.

Action Step 1 5

Conduct in-depth collaborative planning sessions to unwrap the standards utilizing the K-2 Florida Standards, 3-5 Item Specifications, and District Pacing Guides in order to plan instruction that is targeted and aligned to the Florida Standards and student needs.

Person Responsible

Kely Tabuteau

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Planning sign-in sheets, weekly lesson plans, student reading response journals, writing journals

Action Step 2 5

Provide targeted coaching cycles focusing on modeling the in-depth teaching of the Florida Standards during whole group instruction.

Person Responsible

Christina Garcia

Schedule

Daily, from 9/26/2014 to 4/24/2015

Evidence of Completion

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

Action Step 3 5

Conduct daily walk-throughs to monitor the implementation of standards-based reading instruction.

Person Responsible

Jennifer Escandell

Schedule

On 6/4/2015

Evidence of Completion

Walk-through notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Jennifer Escandell

Schedule

Quarterly, from 9/26/2014 to 11/26/2014

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Conduct a knowledge building meeting to debrief about the effectiveness of planning and delivery of instruction.

Person Responsible

Jennifer Escandell


Schedule

On 11/26/2014


Evidence of Completion

Walkthrough data, Informal/Formal Assessment Data, Interim Assessment Data

G3.B2 There is inconsistent utilization of explicit instruction utilizing the Gradual Release of Responsibility Model. 2

 B124916

G3.B2.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

 S136831

Strategy Rationale

Gradual Release of Responsibility Model is an effective instructional framework that supports students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex reading tasks.

Action Step 1 5

Utilize research-based instructional materials to model the whole group instructional framework by gradually releasing responsibility from the teacher to the students

Person Responsible

Christina Garcia

Schedule

Weekly, from 9/1/2014 to 12/17/2014

Evidence of Completion

Weekly lesson plans, instructional delivery, student journals

Action Step 2 5

Target coaching cycles focusing on the Gradual Release Model

Person Responsible

Kely Tabuteau

Schedule

Weekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Coach calendar, coach log, lesson plans, and student work samples

Action Step 3 5

Provide professional development on the Gradual Release Model

Person Responsible

Kely Tabuteau

Schedule

On 11/4/2014

Evidence of Completion

Agendas, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Principal and Assistant Principal will monitor coaching logs and planning sessions to ensure implementation.

Person Responsible

Jennifer Escandell

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Planning sign-in sheets, weekly lesson plans, daily walk-through notes, student assessment reports

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor all completed evidence for all action steps.

Person Responsible

Jacqueline Lewis

Schedule

Weekly, from 9/1/2014 to 3/2/2015

Evidence of Completion

Coach Logs, Lesson Plans, Student Data, Walk-through Notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Conduct in-depth collaborative planning sessions to unwrap the standards utilizing the K-2 Florida Standards, 3-5 Item Specifications, and District Pacing Guides in order to plan instruction that is targeted and aligned to the Florida Standards and student needs.	Tabuteau, Kely	9/1/2014	Planning sign-in sheets, weekly lesson plans, student reading response journals, writing journals	6/1/2015 weekly
G3.B2.S1.A1	Utilize research-based instructional materials to model the whole group instructional framework by gradually releasing responsibility from the teacher to the students	Garcia, Christina	9/1/2014	Weekly lesson plans, instructional delivery, student journals	12/17/2014 weekly
G1.B1.S1.A1	Plan and schedule quarterly parent academies aimed at providing information/training on improving the academic success of students as related to early warning system indicators.	Lewis, Jacqueline	9/1/2014	Minutes from monthly parent meetings, Agendas, Sign in sheets	5/29/2015 one-time
G2.B1.S1.A1	Conduct planning sessions utilizing science standards and resources that support project-based learning.	Garcia, Christina	11/6/2014	Sign-in sheets, agendas, student work samples, student data	6/4/2015 monthly
G1.B2.S1.A1	[no content entered]			one-time	
G3.B1.S1.A2	Provide targeted coaching cycles focusing on modeling the in-depth teaching of the Florida Standards during whole group instruction.	Garcia, Christina	9/26/2014	Coach Calendar, Coach Logs, Lesson Plans, Student Work Samples	4/24/2015 daily
G3.B2.S1.A2	Target coaching cycles focusing on the Gradual Release Model	Tabuteau, Kely	10/6/2014	Coach calendar, coach log, lesson plans, and student work samples	6/1/2015 weekly
G2.B1.S1.A2	Provide professional development to teachers on science fair/project-based learning resources and effective instructional activities that support the application of STEM.	Garcia, Christina	11/4/2014	Sign-in sheets, agendas, student work samples, student data	11/4/2014 one-time
G1.B1.S1.A2	Conduct RTI/MTSS meetings with parents to provide targeted support to students and families.	Ortiz, Sandra	9/1/2014	Sign-in sheets, Intervention DATA, SST Data	6/1/2015 weekly

Dade - 4171 - Orchard Villa Elementary Schl - 2014-15 SIP
Orchard Villa Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3	Conduct daily walk-throughs to monitor the implementation of standards-based reading instruction.	Escandell, Jennifer	9/1/2014	Walk-through notes	6/4/2015 one-time
G3.B2.S1.A3	Provide professional development on the Gradual Release Model	Tabuteau, Kely	11/4/2014	Agendas, Sign-in Sheets	11/4/2014 one-time
G2.B1.S1.A3	Conduct planning sessions that incorporate the use of instructional technology as a resource to support the application of STEM in lesson delivery.	Garcia, Christina	10/23/2014	Walkthrough notes, lesson plans, student data, student work samples	6/1/2015 monthly
G1.B1.S1.A3	Revise attendance plan with input from all student stakeholders.	Lewis, Jacqueline	10/30/2014	Attendance Reports, Attendance Plan	6/1/2015 semiannually
G1.MA1	Parent attendance data will be collected and reviewed throughout the year to determine progress toward the goal.	Lewis, Jacqueline	9/1/2014	EESAC and PTSA minutes, agendas, sign in sheets	5/29/2015 one-time
G1.B1.S1.MA1	Monthly meetings are held to provide parental information regarding school wide instructional activities. These meetings will communicate current and expected educational student outcomes and address parental concerns. Participation with monthly parent activities will support the implementation of school initiatives.	Lewis, Jacqueline	9/1/2014	EESAC and PTSA minutes, agendas, sign sheets	5/29/2015 one-time
G1.B1.S1.MA1	Ensure that monthly school wide activities such as PTSA, EESAC, and parent academy workshops, are communicated to parents and teachers consistently via a variety of media venues.	Lewis, Jacqueline	9/1/2014	Minutes from EESAC and PTSA meetings, sign in sheets, agendas, Connect ED logs	5/29/2015 one-time
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G2.MA1	Review student Interim Data	Tabuteau, Kely	11/6/2014	Student Interim Data, Science Fair Projects, Student Work Products, Science Journals	6/4/2015 quarterly
G2.B1.S1.MA1	Review student data	Escandell, Jennifer	11/20/2014	Student Interim Assessment Data, IREADY data, FCAT Explorer data, MDCPS Science Fair Project Submissions	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Principal and assistant principal will monitor coaching logs and planning sessions to ensure implementation.	Lewis, Jacqueline	11/6/2014	Coaching logs, student work samples, agendas, sign-in sheets, walkthrough logs, Science Fair Projects	6/4/2015 monthly
G3.MA1	Review SIP and make reflection corrections as necessary.	Escandell, Jennifer	11/26/2014	Leadership Team Meeting Sign-in Sheet	11/26/2014 one-time
G3.B1.S1.MA1	Conduct a knowledge building meeting to debrief about the effectiveness of planning and delivery of instruction.	Escandell, Jennifer	11/26/2014	Walkthrough data, Informal/Formal Assessment Data, Interim Assessment Data	11/26/2014 one-time
G3.B1.S1.MA1	During leadership team meetings, review evidence of each action step that was implemented to execute strategy.	Escandell, Jennifer	9/26/2014	Leadership Team / Data Review Meetings Sign-In Sheets, Lesson Plans, Coach Logs, Class Walkthrough Notes	11/26/2014 quarterly
G3.B2.S1.MA1	Monitor all completed evidence for all action steps.	Lewis, Jacqueline	9/1/2014	Coach Logs, Lesson Plans, Student Data, Walk-through Notes	3/2/2015 weekly
G3.B2.S1.MA1	Principal and Assistant Principal will monitor coaching logs and planning sessions to ensure implementation.	Escandell, Jennifer	9/1/2014	Planning sign-in sheets, weekly lesson plans, daily walk-through notes, student assessment reports	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To decrease the number of students in Kindergarten through fifth grades with an attendance rate below 90 percent.

G1.B1 Limited parental involvement

G1.B1.S1 Increase communication with parents to ensure that families are informed about school wide policies and best practices.

PD Opportunity 1

Plan and schedule quarterly parent academies aimed at providing information/training on improving the academic success of students as related to early warning system indicators.

Facilitator

Jacqueline Lewis

Participants

Parents, students, PTSA, EESAC

Schedule

On 5/29/2015

G2. To increase participation in the number of students who participate in the school-wide science fair.

G2.B1 There is limited and inconsistent instructional delivery aligned to in-depth application of science, technology, and engineering.

G2.B1.S1 Plan for and deliver instruction that allows students the opportunity to apply science, technology, and engineering standards in project-based learning.

PD Opportunity 1

Provide professional development to teachers on science fair/project-based learning resources and effective instructional activities that support the application of STEM.

Facilitator

Christina Garcia

Participants

K-5 Science Teachers

Schedule

On 11/4/2014

G3. To increase student achievement by improving core instruction in all content areas.

G3.B1 There is limited evidence of in-depth planning and instructional delivery aligned to the Florida Standards and/or NGSSS as applicable.

G3.B1.S1 Plan for and deliver rigorous, purposeful, and engaging instruction that is based on standards and/or specific course benchmarks.

PD Opportunity 1

Conduct in-depth collaborative planning sessions to unwrap the standards utilizing the K-2 Florida Standards, 3-5 Item Specifications, and District Pacing Guides in order to plan instruction that is targeted and aligned to the Florida Standards and student needs.

Facilitator

Kely Tabuteau

Participants

K-5 Teachers

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 3: To increase student achievement by improving core instruction in all content areas.	0
Grand Total	0

Goal 3: To increase student achievement by improving core instruction in all content areas.		
Description	Source	Total
B1.S1.A1	Title I Part A	0
Total Goal 3		0