School Location # -4171

Name of School - ORCHARD VILLA ELEMENTARY
MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)
4171- Orchard Villa Elementary School

Principal (Last Name, First Name)
Daly-Barnes, Tanya S.

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)
Clermont, Paul

Demographic Overview

Orchard Villa Elementary serves a population that consists of 434 students from a predominantly low-socio-economic area. The transient characteristic of the population impacted student achievement. 93% of our student population is identified as Economically Disadvantaged. Subgroups consist of 88.7% Black, 9.4% Hispanic, 0.5% White, 0.9% Other, 9.4% English Language Learners (ELL), 1.6% Gifted, and 11% Students with Disabilities (SWD).

Current School Status

a. Provide the School's Mission Statement

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

b. Provide the School's Vision Statement

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

School Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Orchard Villa Elementary school is a public school in Miami, Florida. It has approximately 434 students in grades Pre-K, K-5 with the student-teacher ratio of 17 to 1. It is nestled in a community where the median household income is $31,642. 95% of the students receive free or reduced lunch. According to state assessment scores, 37% of students are at least proficient in math and 27% in reading.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions,
etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school’s Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

**Phase I: Data Analysis (July 11 – July 27, 2018)**

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year. After an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school’s continuous improvement process. The SLT will develop overarching Outcome Statements for the 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school’s continuous improvement process.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school’s plan will address, and be aligned to, the school’s unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

**Phase I**

**Data Analysis**

**Analyze - Reflect - Identify**

Phase I will be completed during the 2018 Synergy Summer Institute.

**July 11- July 27, 2018**

*During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year’s data outcomes. The series of professional development courses on School Leadership Core Competencies will assist schools in developing and implementing the School’s Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.*
Through data disaggregation, reflection and discussion, the SLT’s goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2018-2019 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- Identifying the Priority Actions for each Essential Practice selected
- Identifying the Outcome Statements for School Culture and Academic Programs
- Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2018 – 2019 Opening of Schools

DAY ONE- Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.
2. Within the Data and Systems Review Organizer, classify data findings into the second column titled: “Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):
   - **Significantly Improved Data Findings**: Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school’s overall success.
   - **Neutral Data Findings**: Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate within the norm performance. Select the data points that, if improved, could have the greatest impact on the school’s overall performance.
   - **Significantly Decreased Data Findings**: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.
3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the
Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding.

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.

Data Maps

The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:

- Student Attendance Comparisons
- Student Disciplinary Referrals by Grade-level
- Early Warning System Indicators by Grade-level
- Teacher Attendance
- Teacher Retention
- School Climate Survey Feedback from Staff
- School Climate Survey Feedback from Students
- School Improvement Data from Staff on:
  - Commitment to Students
  - Focus on Sustained Results
  - Develop Others
  - Engages the Team
- 2018 FSA Data for all Tested Subjects by Grade-level
- 2018 SAT-10 Data by Grade-level
- 2018 FSA Data for all Tested Subjects by Subgroup

School Culture Data Map

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Improved Data</td>
<td>In 2016-2017 20% of the staff reported the building was kept clean and in good condition. There was 26% increase in the 2017-2018 school year.</td>
<td>When teachers work in a facility that is safe and clean they are able to focus on fulfilling the student vision.</td>
<td>Shared Vision</td>
</tr>
<tr>
<td>Findings</td>
<td></td>
<td></td>
<td>Shared Leadership</td>
</tr>
</tbody>
</table>
In 2016-2017 24% of the teachers reported that they believe the children attending the school were receiving a good education. In comparison, the 2018-2019 school year there was a 26% increase to 50%.

When teachers set high expectation, students tend to fulfill those belief.

During the 2016-2017 29% of the teachers felt safe and secure throughout the school year as compared to 2017-2018 which was 37%. This was an 8% increase.

When teachers feel safe and secure they are able to accomplish there goals with ease.

### Essential Practice for Significantly Improved Data Findings (Sustained)

**Shared Vision**

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral Data Findings</td>
<td>In 2018, 30% of teachers report not receiving weekly or monthly feedback from administration to improve student outcomes.</td>
<td>Constant and frequent feedback are necessary for instructional adjustments to improve student learning.</td>
<td>Empower Teachers And Staff</td>
</tr>
<tr>
<td>Neutral Data Findings</td>
<td>In 2016-2017 96% of the staff reported that the principal treated them with respect as compared to the 2017-2018 school year were 98% percent of the staff reported that the principal treated them with respect.</td>
<td>A high staff morality builds trust and comradely among the staff.</td>
<td>Shared Vision</td>
</tr>
</tbody>
</table>

Be specific in defining each data element below.

**Rationale for Selection of Data**

Why was this data finding selected as being most impactful?

**Connected Essential Practices**

Which Essential Practice(s) contributed most to the data findings?

- Effective Use of Support Personnel
- Consistent Protocols
- Positive Behavior Support (PBS)
- Celebrate Successes
- Communicate With Stakeholders
- Empower Teachers And Staff
- Shared Leadership
Essential Practice for Neutral Data Findings (Secondary)

Empower Teachers And Staff

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
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<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Decreased Data Findings</td>
<td>In 2017-2018 31% of teachers reported that administration has never participated in data chats. After analyzing the 3 year data trend it became apparent that the focus of data chat was in the intermediate grades.</td>
<td>Constant and frequent review of formative assessment data is necessary for instructional adjustments to improve student learning.</td>
<td>Goal oriented learning</td>
</tr>
<tr>
<td></td>
<td>In 2016-17 76% of the teachers reported that the staff morale is high. In 2017-2018 there was an 18% drop and 58% of teachers reported that staff morale is high at our school.</td>
<td>Low staff morale impedes the progress of any initiative in the school.</td>
<td>Consistent Protocols</td>
</tr>
<tr>
<td></td>
<td>The statement &quot;Students believe that their teachers make them work very hard for the grade they receive decreased by 3 percentage points.</td>
<td>When teachers have low expectations of their students it prevents them from closing the gaps.</td>
<td>Effective Use of Support Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Spirit and Pride</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Empower Teachers And Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Celebrate Successes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Effective Use of Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Promoting Growth Mindset</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student-centered Instruction</td>
</tr>
</tbody>
</table>
### Essential Practice for Significantly Decreased Data Findings (Primary)

Goal oriented learning

**DATA AND SYSTEMS REVIEW ORGANIZER**

**ACADEMIC PROGRAMS**

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Improved Data Findings</td>
<td>FSA ELA proficiency increased from 33% (FSA 2017) to 39% (FSA 2018)</td>
<td>As FSA ELA proficiency increases, it positively impacts proficiency in other academic programs.</td>
<td>Collaborative Planning</td>
</tr>
<tr>
<td></td>
<td>FSA Science proficiency increased from 26% (2017) to 33% (2018)</td>
<td>As FSA Science proficiency increases, it positively impacts the school overall proficiency.</td>
<td>Planning Lessons with the End in Mind</td>
</tr>
</tbody>
</table>

### Essential Practice for Significantly Improved Data Findings (Sustained)

Collaborative Planning

<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral Data Findings</td>
<td>63% 3rd grade 2018 FSA Math Proficiency did not significantly increase or decrease from 2017 which was at 69%.</td>
<td>As 3rd grade math proficiency is above 60%, it positively impacts proficiency in subsequent grade levels.</td>
<td>Explicit Instruction</td>
</tr>
<tr>
<td></td>
<td>77.5% of the Kindergartners scored proficiently on the 2018 SAT 10 which aligned with the average of tier 1 watch/2/3 schools which scored an average of 76%.</td>
<td>As Kindergarten maintains proficiency to a large extent, it positively impacts reading at subsequent grade levels.</td>
<td>Checks for Understanding</td>
</tr>
<tr>
<td></td>
<td>Fifth grade FSA ELA proficiency remained at 30% in 2017 and 2018.</td>
<td>This data indicates that there may need to be a change in pedagogy.</td>
<td>Differentiated Instruction</td>
</tr>
</tbody>
</table>

### Essential Practice for Neutral Data Findings (Secondary)

Explicit Instruction

https://mdcpsportalapps2.dadeschools.net/SIP/#!/form
<table>
<thead>
<tr>
<th>Data Rating</th>
<th>Data Findings &amp; Area</th>
<th>Rationale for Selection of Data</th>
<th>Connected Essential Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significantly Decreased Data Findings</strong></td>
<td>FSA Math Learning Gains regressed from 68% (2017) to 46% (2018).</td>
<td>There is about a 20-point deficit in learning gains as compared to the district average and commensurate schools. This is a point of reflection for our school to help us realize that instruction was not effective for this group of students.</td>
<td>Differentiated Instruction</td>
</tr>
<tr>
<td></td>
<td>35% of 5th graders scored proficiently on the 2018 FSA ELA. This is 20% points less than the tier 1 watch/2/3 average, which was 55%.</td>
<td>This data is impactful because it shows that we are not progressing as the commensurate schools are.</td>
<td>Explicit Instruction</td>
</tr>
<tr>
<td></td>
<td>44% of 4th graders made learning gains on the 2018 FSA Math. This is 9% points less than the tier 1 watch/2/3 average, which was 53%.</td>
<td>This data is impactful because it shows that we are not progressing as the commensurate schools are.</td>
<td>Ongoing Progress Monitoring</td>
</tr>
</tbody>
</table>

**Essential Practice for Significantly Decreased Data Findings (Primary)**

Differentiated Instruction

**ESSENTIAL PRACTICES SELECTION**

*School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.*

**Sustained Essential Practice**

*To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific. Schools will identify the Priority Actions to ensure this successful practice is sustained during the 2018-2019 school year.*

**Priority Actions**

*Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2018-2019 school year. These actions will be captured under Priority Actions.*
**Primary Essential Practice**

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2018-2019 school year.

**Secondary Essential Practice**

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2018-2019 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2018-2019 school year.

**SCHOOL CULTURE**

**Sustained Essential Practice**

Shared Vision

**Priority Actions for the Sustained Practice**

The leadership team will conduct ongoing data chats.

**Primary Essential Practice**

Goal oriented learning

**Secondary Essential Practice Selection**

Empower Teachers And Staff

**ACADEMIC PROGRAMS**

**Sustained Essential Practice**

Collaborative Planning

**Priority Actions for the Sustained Practice**

Collaborative planning will be scheduled with teachers and curriculum coaches on a weekly basis to review data and pre-plan instruction.

**Primary Essential Practice**

Differentiated Instruction

**Secondary Essential Practice Selection**

Explicit Instruction

**DAY TWO- Synergy Summer Institute**

**SCHOOL LEADERSHIP CORE COMPETENCIES**
The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school’s overall performance during the 2018-2019 school year. The next step in the process is to assess and develop the School Leadership Team’s skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader’s ability to affect change within a school. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement the School Improvement Process.

**Competency 1: Commitment to Students**  A relentless pursuit and commitment to student learning as evidenced by a belief in one’s own capability, and the courage to take a stand on behalf of students.

Commitment to Students includes certain behaviors such as:

- taking ownership for students’ learning
- setting high expectations for all learners
- believing in students’ ability to learn regardless of barriers
- relentlessly pursuing the implementation of what is right for the students
- supporting decisions and policies to improve instruction and advance learning for all students

Development in Commitment to Students prioritizes the students’ learning as the foundation of the School Improvement Process.

**Competency 2: Focus on Sustainable Results**  The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.

A Focus on Sustainable Results includes certain behaviors such as:

- prioritizing activities
- implementing initiatives
- regularly tracking progress
- demonstrating perseverance
- considering innovative actions
- taking courses of action to achieve desired results and minimize risks

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

**Competency 3: Developing Others**  The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.

Developing Others includes certain behaviors such as:

- setting positive expectations
- personally providing instruction
- providing developmental feedback
- choosing the timing and delivery of information
- selecting training and work assignments to build other’s capabilities
- fully delegating so that others may learn from their own successes and mistakes
Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

**Competency 4: Engages the Team** A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.

Engaging the Team includes certain behaviors such as:

- empowering others
- keeping people on the team informed
- ensuring that the team produces as planned
- promoting the morale and performance of a team
- obtaining resources that the team needs to perform
- motivating the team with a compelling vision and enthusiasm

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

**School Leadership Core Competency Course Reflections**

School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2018-2019 school year.

**Competency 1: Commitment to Students**

Describe the School Leadership Team's current reality regarding Commitment to Students.

The data chats need to be implemented across all grade levels (K-5) regarding all students.

As evidenced by:

School Culture Data

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The school leadership team will explicitly support difficult decisions and policies that are for the expressed benefits of all students.

**Competency 2: Focusing on Sustainable Results**

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

Our primary essential practice is in FSA Math, 47% of students made learning gains.

As evidenced by:

2018 Data Map for Academic Programs
Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

Admin will focus on involving all stakeholders in considering innovative actions and the teachers will regularly track progress and make necessary adjustments.

**Competency 3: Developing Others**

Describe the School Leadership Team's current reality regarding Developing Others.

87% of the staff report receiving guidance in using data to plan instruction on a weekly, monthly, or yearly basis.

**As evidenced by:**

Developing Others 2018 data map

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

On a weekly basis, all teachers will be provided with guidance and support for instructional planning.

**Competency 4: Engages the Team**

Describe the School Leadership Team's current reality regarding Engages the Team.

90% of the team knows the school's mission and vision, 100% of the team know the school's goal and objectives, 83% of the team believes they have the opportunity to participate in establishing academic goals for the school year, 90% of the team believes that they are provided with opportunities to give input about school improvement.

**As evidenced by:**

School Culture Data

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The School Leadership Team will assess the situation and identify critical members to bring together as a team and utilize individual strengths to overcome obstacles and/or accomplish goals.

**DAY THREE- Synergy Summer Institute**

**PRIORITY ACTIONS DEVELOPMENT**

*School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2018-2019 school year.*

**Sustained Essential Practice**

SLTs will review the Priority Actions for the Sustained Essential Practice.

**Secondary and Primary Essential Practices**
SLTs identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2018-2019 school year.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.

SCHOOL CULTURE

Sustained Essential Practice

Shared Vision

Priority Actions for the Sustained Essential Practice

The leadership team will conduct ongoing data chats.

Primary Essential Practice Selection

Goal oriented learning

Priority Actions for the Primary Essential Practice

The school will ensure that all stakeholders are aware of the schools vision and support it throughout the school year.

Secondary Essential Practice Selection

Empower Teachers And Staff

Priority Actions to Enhance the Secondary Essential Practice

The administrative team will provide opportunities for teacher and staff empowerment.

ACADEMIC PROGRAMS

Sustained Essential Practice

Collaborative Planning

Priority Actions for the Sustained Essential Practice

Collaborative planning will be scheduled with teachers and curriculum coaches on a weekly basis to review data and pre-plan instruction.

Primary Essential Practice Selection

Differentiated Instruction

Priority Actions for the Primary Essential Practice

All teachers will ensure differentiated instruction will take place on daily basis throughout the school year.

Secondary Essential Practice Selection

Explicit Instruction

Priority Actions to Enhance the Secondary Essential Practice
The School leadership team will ensure explicit instruction is taking place in every classroom throughout the school year.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2018-2019 school year. SLTs will:

- Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.
- Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2018-2019 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we ensure all stakeholders implement the shared vision, goal oriented learning, and empower teachers and staff, the staff at Orchard Villa will be able to participate in data driven initiatives and innovative practices to increase staff level of cohesion in working towards school wide successes

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we implement effective collaborative planning, differentiated instruction, and explicit instruction, then our L25 and L35 students will gradually show improvement in their weekly learning evaluations.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process during the Synergy Summer Institute with teachers and staff to garner feedback.

The professional development should include a summary of the:

- Data and Systems Review Summary
- School Leadership Core Competency Course Reflections
- Sustained Essential Practice and Priority Actions
- Primary & Secondary Essential Practice Selections
  - Priority Actions
- Outcome Statements
The professional development should include opportunities to gather teachers’ and staff input/feedback on the following:

- **Sustained Essential Practice and Priority Actions**
- **Primary & Secondary Essential Practice Selections**
  - Priority Actions - How will the priority actions be addressed during the school year?
- **Brainstorm possible Implementation Steps**
- **Identify possible roles/resources**

### Opening of School Professional Development Agenda

<table>
<thead>
<tr>
<th>Opening of School Date</th>
<th>Phase I Topic</th>
<th>Process Description</th>
<th>Activity Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>(08/14 - 08/17) AM-PM</td>
<td><strong>What topic will be shared?</strong></td>
<td>What process/protocol will be used to share the topic and garner feedback from all stakeholders?</td>
<td>Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?</td>
</tr>
<tr>
<td>8/16-AM</td>
<td>- Recap last year's accomplishments and goal attainment - Additionally, opportunities that exist to improve the school culture and academic programs - Present the vision, school goal, and new objectives for the school year - Recap Synergy reflections and present school improvement process' priority actions and outcome statements - Preliminary common planning session</td>
<td>- Inspirational Video - Powerpoint with data - School decor/website - PD Needs Survey - Staff Icebreaker Activity (getting to know) - Driven by Data Results Driven Protocol</td>
<td>Tanya Daly-Barnes, Principal Jacqueline Lewis, Assistant Principal Transformation Curriculum Coaches</td>
</tr>
</tbody>
</table>