School Location # -4171

Name of School - ORCHARD VILLA ELEMENTARY
Phase III

Mid-Year Review

Reflect – Modify – Implement

Phase III will be developed and executed at the school as described below:

In addition to completing the Phase III Mid-Year Review, the School Leadership Team will create Phase III Implementation Steps for both School Culture and Academic Programs to implement from January 28 – March 15, 2019.

Mid-Year Readiness Data and Systems Review should directly inform the Quarter 3 Implementation Steps.

- **A Data Review:** is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.
- **Systems Review:** is a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.

Phase III Mid-Year Review

**January 7 – January 25, 2019**

- Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review
- Gather teachers and staff feedback regarding progress of Phase II Implementation Steps
- Develop Phase III Implementation Steps with School Leadership Team
- Review Phase III of the School Improvement Process (EESAC)

Quarter 3 Implementation

**January 28 – March 15, 2019**

- Monitor the execution of Quarter 3 Implementation Steps to ensure a high degree of fidelity

During Quarter 3 Implementation, schools will execute Quarter 3 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.

Implementation Steps Requirements:

- Align to the school’s Outcome Statement, Essential Practice and Priority Action
- Provide specific implementation dates
- Describe the specific action or activity that will take place

https://mdcpsportalapps2.dadeschools.net/SiP/#!/form
Quarter 3 Systems Review & Data Reflection

March 18 – April 12, 2019

- Reflect on quantitative data using district-provided Quarter 3 Data Map
- Evaluate and reflect on the success of Quarter 3 Implementation Steps prior to Quarter 4 Implementation
- Revise, develop and monitor the fidelity of implementation of School Culture and Academic Programs Quarter 4 Implementation Steps

Quarter 4 Implementation and Testing

April 15 – June 6, 2019

- Monitor the execution of Quarter 4 Implementation Steps to ensure a high degree of fidelity

Data Maps Link

MID-YEAR DATA REVIEW

January 7 - January 25, 2019

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

The process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs is the data chat protocol that we established at our school.

2. In relation to your 2019 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

In relation to our 2019 school grade goals and our Outcome Statement for School Culture what we find most encouraging is that we continue to be above the district average for teachers that have no days absent at 25% and above the district average by 1% of teachers with 0.5-10 days absent. The findings that are most concerning to us is that there was an 8% increase with students who were 6-10 days absent from the previous school year.

3. In relation to your 2019 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

In relation to our 2019 school grade goals and our Outcome Statement for Academic Programs what we found most encouraging is that, overall students in grades 3-5 moved up an i-Ready level in Math from AP1 to Ap2 by
50%. 3rd was 53%, 4th grade was 52% and 45% in the 5th Grade. Moreover, 53% of L25/35 students increased a level in i-Ready AP2. The findings that are most concerning to us is that in ELA grades 3-5 only 39% of the students showed overall level gains from AP1 to AP2. However, our school goal is to have 75% of our L25/35 students make learning gains but only 39% L25/35 students showed learning gains.

4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?

The pattern that we noticed is overall math from grades 3-5 has out performed reading. Math overall level gains were 50% while reading the overall level gains were 39%. Math has shown more level movement based on i-Ready AP1 to AP2. Moreover, 3rd grade had the highest percent of level gains in Math and ELA.

5. In terms of subgroups (ELL, SWD, L25, etc.) what patterns are evident in the data examined?

Evident patterns that were examined is that 53% of L25/35 students increased a level in i-Ready AP2 Math. Moreover, only 39% L25/35 students showed learning gains in ELA.

**MID-YEAR SYSTEMS REVIEW**

January 7 - January 25, 2019

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

**School Culture**

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.

Teacher leaders were invited to attend the Leadership Team Meetings where they shared in ideas and best practices and assisted with developing strategies to garner specific outcomes. The administrative team incentivized and rewarded teachers on a weekly basis for good attendance. The administrative team created "Hospitality in Heels" incentives to foster and sustain teacher morale and attendance.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

The leadership team in conjunction with the classroom teachers did not adequately ensure that the appropriate instructional programs were aligned to the needs of targeted student groups in ELA for grades 4 and 5 as indicated in quarter 2 School Culture Implementation Steps. As a result, students in grades 4 and 5 did not achieve proficiency goals on I-Ready AP2 diagnostic and bi-weekly assessments as predicted based upon prior FSA score proficiency levels.

**Academic Programs**

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.

The actions steps for Quarter 1 and 2 Implementation led to data surpassing expectations was attributed to adjustments made in the classroom structure in both 3rd and 4th grade. In third grade 3 we have an interventionist to provide additional support to remediate secondary standards from topic assessments. Moreover, in 4th grade we implemented two teacher led centers during the differentiated instructional block allow for additional remediation of the secondary standard.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

The leadership team in conjunction with the classroom teachers did not adequately ensure that the appropriate instructional programs were aligned to the needs of targeted student groups in ELA for grades 4 and 5 as
indicated in quarter 2 School Culture Implementation Steps. As a result, students in grades 4 and 5 did not achieve proficiency goals on I-Ready AP2 diagnostic and bi-weekly assessments as predicted based upon prior FSA score proficiency levels.

3. As a result of the data review, will you be changing your school grade goals?

No

If yes, what school grade goals need to be revised and why?

N/A

Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, use Briefing #23390.

School Leadership Core Competencies

Competency 1: Commitment to Students

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

Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The Administrative team will continue to follow through and monitor the implementation of best practices developed by the Leadership team.

Competency 2: Focusing on Sustainable Results

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

Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

Teachers have received professional development on Ongoing Progress Monitoring as well as the Unify data platform. These trainings have allowed teachers to take ownership of monitoring and tracking student data. During faculty meetings, teachers are reminded of the school goal and is given the opportunity to discuss progress of students with grade level team members.

Competency 3: Developing Others

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

Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

On a weekly basis teachers actively participate in collaborative planning sessions with their respective academic coaches are able to provide support with instructional planning.

Competency 4: Engages the Team

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.

Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where
are areas in need of improvement? Provide evidence.

Teachers have been provided opportunities to take on more leadership roles throughout the school. Lead teachers are observed and given the opportunity to share best practices with their fellow content teachers. They have also been invited to participate in Leadership Team meetings to gain insight on tracking and monitoring data, as well as coordinating and planning school activities.

MID-YEAR REVIEW CONCLUSION

How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?

All instructional staff will be provided with a copy of the School Improvement Process during collaborative planning and during the upcoming faculty meeting.

SCHOOL CULTURE
Quarter 3 Implementation
(January 28 – March 15, 2019)

School Culture Outcome Statement

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

Sustained Essential Practice

Shared Vision

Priority Actions for the Sustained Essential Practice

The leadership team will conduct ongoing data chats.

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: Mon, Jan 28</td>
<td>The leadership team will develop instructional programs schedule and align resources as needed for targeted student groups.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
<td>Students are identified and the appropriate remediation/enrichment is being administered. Student folders, lesson plans student products to monitor students progress and program effectiveness.</td>
<td>Teacher end product Tanya Daly-Barnes Paul Clermont</td>
</tr>
<tr>
<td>End: Fri, Mar 15</td>
<td>The leadership team will identify target student groups to ensure that the appropriate students are receiving remediation and/or enrichment.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
<td>Rosters for intervention/DI to ensure appropriate students are identified and the appropriate remediation/enrichment is being administered.</td>
<td>Teacher end product Tanya Daly-Barnes Paul Clermont</td>
</tr>
<tr>
<td>Start: Mon, Jan 28</td>
<td>The leadership team will discuss longitudinal (Proficiency) data trends</td>
<td>Tanya Daly-Barnes, Principal Paul</td>
<td>Faculty meeting notes to reflect data conversation. Power BI reports, topic assessments and bi-weekly</td>
<td>Teacher end product Tanya Daly-</td>
</tr>
</tbody>
</table>
### Primary Essential Practice

Goal oriented learning

**Priority Actions for the Primary Essential Practice**

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

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)</th>
<th>Person(s) Responsible (First &amp; last name, position)</th>
<th>Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)</th>
<th>Monitoring (How and Who?)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>During a faculty meeting leadership team will share school vision to ensure all stakeholders are aware of the school's vision and mission.</td>
<td>Barnes Paul Clermont</td>
<td>Faculty meeting notes and detail agenda to reflect process as shared with stakeholders.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Mar 15</td>
<td>The leadership team will discuss ways with the faculty to support the school's vision.</td>
<td>Barnes Paul Clermont</td>
<td>Copy of school's vision and notes of brainstorming sessions of various ways to support the school vision.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
</tr>
<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>The school vision will be posted throughout the school campus.</td>
<td>Barnes Paul Clermont</td>
<td>School's vision posted in each classroom will enable all stakeholders to be constantly reminded of the school's goals and vision.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
</tr>
<tr>
<td><strong>End:</strong> Fri, Mar 15</td>
<td>The school vision will be discussed at every faculty and leadership team meeting.</td>
<td>Barnes Paul Clermont</td>
<td>Faculty meeting notes and detail agenda to reflect process as shared with stakeholders.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
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</tbody>
</table>

### Secondary Essential Practice

Empower Teachers And Staff
### Priority Actions for the Secondary Essential Practice

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

<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
<th>Implementation Steps</th>
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<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>Create a survey for teachers to sign up for certain roles at the school site. This will ensure all stakeholders have an opportunity to engage in the leadership opportunity at the school site.</td>
<td>Jeanny Knights, Reading Coach</td>
<td>Copy of survey results highlight the areas of interest of the participating staff.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
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<tr>
<td><strong>End:</strong> Fri, Mar 15</td>
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<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>Based on survey results, identify teachers to be selected for a certain role. This process will ensure the staff leadership team continuously include various staff members.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
<td>Copy of survey results highlight the areas of interest of the participating staff with a list of identified teachers and roles.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
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<tr>
<td><strong>End:</strong> Fri, Mar 15</td>
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<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>Assign specific roles to the selected teacher. This process will allow teachers to develop and grow as professionals.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
<td>Copy of survey results highlight the areas of interest of the participating staff with a list of identified teachers and roles.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
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<td><strong>End:</strong> Fri, Mar 15</td>
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<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>The leadership team will invite teachers to participate in the leadership team meeting in order to empower the teachers.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
<td>Detailed agenda and meeting notes to highlight staff participation.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
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<td><strong>End:</strong> Fri, Mar 15</td>
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### Academic Programs

#### Quarter 3 Implementation

*(January 28 – March 15, 2019)*

#### Academic Programs Outcome Statement

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.

#### 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.
<table>
<thead>
<tr>
<th>Implementation Date(s)</th>
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<tbody>
<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>Leadership team will meet to discuss expectations of collaborative planning.</td>
<td>Jeanny Knights, Reading Coach Kely Tabuteau, Math Coach</td>
<td>Leadership team meeting notes and copies of collaborative planning schedules to ensure teachers</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal Administrators will approve collaborative planning schedules.</td>
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<td><strong>End:</strong> Fri, Mar 15</td>
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<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>Leadership team will develop collaborative planning schedules for reading and math teachers.</td>
<td>Jeanny Knights, Reading Coach Kely Tabuteau, Math Coach</td>
<td>Copies of collaborative planning schedules to ensure that all teachers have appropriate plans.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal Administrators will approve collaborative planning schedules.</td>
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<td><strong>End:</strong> Fri, Mar 15</td>
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<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>Leadership team will share collaborative planning schedules with teachers.</td>
<td>Jeanny Knights, Reading Coach Kely Tabuteau, Math Coach</td>
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<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal Administrators will participate in collaborative planning.</td>
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<td><strong>End:</strong> Fri, Mar 15</td>
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**Primary Essential Practice**

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.

<table>
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<tr>
<th>Implementation Date(s)</th>
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<th>Expected Evidence</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Start:</strong> Mon, Jan 28</td>
<td>During collaborative planning coaches will show 2nd -5th grade teachers how to pull report and discuss student data findings.</td>
<td>Jeanny Knights, Reading Coach Kely Tabuteau, Math Coach</td>
<td>Reports from I-ready data and detailed agenda reflecting the process utilized to disaggregate data and make instructional decisions.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal Administrators will participate</td>
</tr>
</tbody>
</table>
During collaborative planning coaches will plan for students' instructional needs and align resources.

Reports from I-ready data and detailed agenda reflecting the process utilized to disaggregate data and make instructional decisions. Teachers will develop lesson plans to reflect instructional needs, aligned resources, and instructional strategies decided upon during collaborative planning.

Walk-throughs will be conducted to assess the instructional delivery of plans/strategies developed during collaborative planning. DI Work folders will also be evaluated to ensure alignment of resources to students needs. Data trackers will be utilized to monitor student progress and gauge effectiveness of instructional delivery.

Data reports from I-Ready and I-Ready lesson assessments will be monitored for student progress and gauge effectiveness of instructional delivery.

Secondary Essential Practice

Explicit Instruction

Priority Actions for the Secondary Essential Practice

The School leadership team will ensure explicit instruction is taking place in every classroom throughout the school year.

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<tr>
<th>Implementation Date(s)</th>
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<th>Person(s) Responsible</th>
<th>Expected Evidence</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: Mon, Jan 28</td>
<td>The reading coach will provide professional</td>
<td>Jeanny Knights, Reading Coach</td>
<td>Detailed agenda and PowerPoint notes to reflect process utilized with teachers.</td>
<td>Tanya Daly-Barnes, Principal Paul Clermont, Assistant Principal</td>
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<td>End: Fri, Mar 15</td>
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<td>Jeanny Knights, Reading Coach</td>
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<tr>
<td>Start: Mon, Jan 28</td>
<td>The leadership team will monitor implementation of the close read process.</td>
<td>Jeanny Knights, Reading Coach</td>
<td>Tanya Daly-Barnes, Principal</td>
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<tr>
<td>End: Fri, Mar 15</td>
<td>The leadership team will analyze student end product to reflect the close read standards.</td>
<td>Jeanny Knights, Reading Coach</td>
<td>Tanya Daly-Barnes, Principal</td>
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<tr>
<td>School Improvement Process</td>
<td>Development on the close read process to grade 3 teachers.</td>
<td>Detailed agenda and PowerPoint notes to reflect process utilized with teachers. Reading coach's notes of close reading process and aligned resources.</td>
<td>Administrators will participate in professional development.</td>
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</tr>
</tbody>
</table>