

The School District of Palm Beach County

Orchard View Elementary School



2015-16 School Improvement Plan

Orchard View Elementary School

4050 GERMANTOWN RD, Delray Beach, FL 33445

www.edline.net/pages/orchard_view_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The mission of Orchard View Elementary School is to provide opportunities for all students to develop as literate, self-motivated persons of character in a safe, innovative, and challenging environment

Provide the school's vision statement

The Vision of Orchard View Elementary School is to provide our students with a quality education and a lifelong commitment to learning while serving the community as productive members of society.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- * History of Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans

Heritage month, morning announcements, guidance group activities, and support from language facilitators are methods used to learn about students' cultures and to build relationships among students and teachers.

Faculty and staff will participate in a variety of activities to increase cultural sensitivity towards English Language Learners.

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

Team building and class building activities are provided throughout the year to provide students with opportunities to build relationships among themselves and with teachers.

The School-wide Positive Behavior Support is in place. The school integrates the Universal Guidelines for Success by utilizing the Behavior Matrix and teaching the expectations to students, communicating the SwPBS with parents, and monitoring student data. The Action Plan is revised yearly, and data is shared with teachers at faculty meetings. Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of teaching the Universal Guidelines expectations in non-academic settings and giving them instruction for reporting violations to appropriate staff, as well as implementing corrective strategies as needed.

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

Universal Guidelines and behavior matrix are taught through lesson plans to ensure students are aware of school expectations.

SwPBS team reviews classroom data to ensure students are engaged while in class.

Classroom Tracking Forms are used prior to a written Discipline Referral in order to decrease the amount of time students are missing instruction and to provide behavior interventions. School-wide recognition is in place.

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

Delray Beach Police Officer mentors select students on a weekly basis.
School Police Resource Officer implements a six-week Choose to be G.R.E.A.T. program with a focus on building safer communities.
Backpack program, "Boca Helping Hands Backpacks," is provided to send food home with the students for the weekends.
The School Based Team (SBT) meets weekly to discuss students with barriers to academic and social success.
Teachers refer students to school Guidance and Community-based agencies for counseling groups as necessary to provide a differentiated delivery of services based on student's/school's need.
Utilize data-based decision making to close academic and social-emotional gaps by connecting all students with the services they need.

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

Utilize data systems to identify students who have attendance, behavioral, or academic concerns. Involve parents and outside agencies when appropriate to scaffold support and interventions. Refer to School Based Team (SBT) any students exhibiting early warning system indicators in the area of attendance, behavioral, or academic concerns. Utilize data-driven decision making to assess the needs of students and the barriers blocking their success.

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	19	18	21	15	12	13	98
One or more suspensions	6	2	1	9	6	18	42
Course failure in ELA or Math	41	58	45	74	44	62	324
Level 1 on statewide assessment	0	0	0	0	0	0	

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	11	11	5	16	10	20	73

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

Effective School-Based Team (SBT) in place to problem solve and create action plans.
Notification procedures for parents, agency, and community outreach.
Supplemental Academic Instruction (SAI), Immediate Intensive Intervention (iii), Tutorials, Leveled Literacy Instruction (LLI)
Implement community support including tutorial with grades 1 and 2, Palm Beach County Literacy Coalition volunteers, math tutorial grade 3 with Vertical Alliance Inc.
Provide school-wide reading tutorial through iStation.
Identify at-risk students grades K-5 for Summer academic camp in partnership with the Achievement Center and the City of Delray Beach
Create evidence-based interventions to close student need gaps related to warning systems.
Improve student attendance and tardy rates with the "Rise and Shine Get to School on Time" program sponsored by the City of Delray Beach.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190115>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

- ? Conduct a school needs assessment in cooperation with business partnership liaison person.
 - ? Evaluate existing school resources.
 - ? Meet with ongoing partners to review partner resources.
 - ? Discuss outcomes from prior year's activities with business partners.
 - ? Plan new and on-going activities for the school year based on identified needs.
 - ? Recruit new partners to help satisfy unfilled needs.
 - ? Invite Business Partners to SAC, parent meetings, trainings, and family involvement activities.
 - ? Show appreciation by thank you notes, marquee, newsletters and Business Partnership Luncheon
- Provide opportunities for partners to volunteer in classrooms, media center, school beautification, etc...

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:

Name	Title
Bayol, Jean	Teacher, K-12
Baker, Michelle	Other
Baker, Kristina	Teacher, K-12
De Puma, Kathleen	Principal
Kaufman, Margarita	Instructional Coach
Tomas, Laura	Instructional Coach
Viola, Cathy	Teacher, K-12
Sarnelli, Dawn	Assistant Principal
Balkevicius, Vicky	Teacher, K-12

Duties

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

The Leadership Team at Orchard View Elementary School meet weekly to discuss matters important to the students and teachers. All teachers have access to members of the Leadership Team on an as-needed basis (open door policy) in addition to regularly scheduled meetings. The Leadership Team will facilitate the implementation of the school's mindset: "The Orchard View Family will be motivated to put forth their best effort. We will utilize data to provide flexible small group instruction. We will have an ongoing commitment to professional growth and building relationships school-wide. The efforts of our school community will be celebrated through the continuous achievement of all. We can, we will!"

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

When there is a concern about a student after Tier 1 (Core Instruction) (ex: Academic, Behavior, Emotional, Social, Attendance, Tardies) teachers discuss the student and concerns with the School-based team (SBT) Case Liaison. They may have suggestions for additional Tier 1 interventions or a decision is made to refer to SBT. Teachers meet with the parent to discuss concerns and notify them that they are going to refer the student to SBT. The conference is documented on a Conference Record form (1051) where it is specifically stated that they are going to refer the student(s) to the SBT) Parent signs the conference record. Teacher completes the following:

- o School Based Team Initial Referral (2106)
- o School Based Team Information Checklist (1548)
- o Attach EDW Individual Student Report A0082
- o Attach a copy of the Conference Record (1051) from the parent conference
- o Attach documentation of interventions you have tried and results

The SBT will review all data, identify the deficits and develop a plan for intervention. The SBT will continue to meet on the student at intervals of 6-8 weeks until the time that the student is succeeding or the team decides to close the case.

Title I funds are utilized to provide extended learning opportunities for students to engage in small group instruction, family involvement activities, and professional development for teachers, including a Math Coach.

A Parent Liaison provides family involvement activities/training using Title I funds. Additionally,

postage, training materials, food and supplies are purchased with Title I funds. Classroom libraries, computer hardware and software, and classroom materials are provided using these funds. Staff development materials will be purchased using Title I funds.

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title III funds are used to provide services for ELL students with educational materials, Language Facilitators, and an ESOL Coordinator to work with students and families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school's homeless contact ensures students receive necessary supports through regular monitoring of identified students.

Any balance of Title I funds will be utilized to provide a summer literacy program for struggling readers and writers.

Title II funds provide Area Support teams, district curriculum support, Marzano training, and Literacy Cohort training.

School-Wide Positive Behavior Support Program is in place.

Our School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS. We update our Action plans during Faculty meetings, we instill our appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Newsletters, Nutrition Facts, Lunch Menu are sent to all families in their native language.

Backpack program provided by "Boca Helping Hands Backpacks" is sending food home with the students.

Caridad Center will collaborate in efforts to help families participate in health and nutrition programs. The school partners with the Kids Safe program to provide personal safety awareness and strategies to students, parents, and teachers. Through a grant secured by Kids Safe, Orchard View two staff members will receive training to become Kids Safe facilitators. Included in the grant is funding for a parent training regarding student safety.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kathleen DePuma	Principal
Jean Bayol	Teacher
Patrick Albano	Education Support Employee
Jose Cortez	Parent
Peter Totfalusi	Parent
David Ross	Business/Community
Kristina Baker	Teacher
Margarita Kaufman	Teacher
Mario Basilone	Business/Community
Danielle Boccia	Business/Community
Jacqueline St. Felix	Parent
Jessikia Scott	Parent

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

During the last two meetings of the previous fiscal year, SAC members were provided with trend data and information about predictions on assessment outcomes. Data was reviewed and members were able to make suggestions and recommendations. Members discussed technology needs and plans for growth to support classroom instruction. Coordination and Integration of services were reviewed and explained.

Development of this school improvement plan

SAC members made recommendations on proposals for SAC and Title I budgets during the last two meetings of the previous fiscal year.

The SIP checklist was reviewed by members present at the meetings.

SAC members also discussed goals and strategies as well as ideas on how to monitor progress.

Preparation of the school's annual budget and plan

SAC members made recommendations on proposals for SAC and Title I budgets during the last two meetings of the previous fiscal year.

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

In FY15, school improvement funds were used to:

Provide a stipend for the SBT coordinator

Provide registration, travel, and hotel expenses for two teachers to attend Writing Workshop

Professional Development in Orlando.

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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

The SAC membership has been reviewed at the first meeting of the year. The procedures provided in our by-laws are being implemented in order to maintain compliance. Elections are being held in order to replace parents who no longer live in the community and school employees who no longer want to be a SAC member. This process should be completed no later than November 5, 2014.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Baker, Kristina	Teacher, K-12
Baker, Michelle	Other
Bayol, Jean	Other
De Puma, Kathleen	Principal
Kaufman, Margarita	Instructional Coach
Sarnelli, Dawn	Assistant Principal
Tomas, Laura	Instructional Coach
Viola, Cathy	Teacher, K-12
Balkevicius, Vicky	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT focuses on literacy concerns and creates capacity of literacy knowledge within the school. They provide professional development, coaching, and instructional resources to the teachers; they offer literacy nights and summer literacy plans to the families. The LLT meets regularly to discuss goals, data, student progress, and scheduling concerns. They focus on ensuring that quality literacy instruction is provided to all students. They also ensure that identified students are receiving necessary remediation and support. The LLT facilitates grant writing, implementation, and monitoring of literacy grants.

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

Learning Team Meetings
Common Planning
Community Building Activities
Professional Development
Celebrations

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

1. Mentoring/Partnering new teachers with veteran staff
Assistant Principal; On going through June 2016
2. Sharing of best practices and data analysis support
in Learning Team Meetings; On going through June 2016
3. Literacy Cohort
Literacy Coach and Area Support Personnel; On going through June 2016
4. Ongoing Professional Development and mentoring supported through Literacy and Math Coaches activities;
Principal; Ongoing through June 2016
5. Maintain regular contact with District Recruiter

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

The mentors are clinical education certified. They model ethical and professional behavior for the new teacher. They foster freedom for the new teacher to experiment and develop a personal style and strategies. They direct the mentees in ways deemed appropriate by the profession. They help the mentees deepen their practice in ways that support students' learning and enhance professional growth as well as by giving feedback that is frequent, honest, and caring. The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. Also, the Reading and Math Coach are modeling for and observing mentees' lessons using effective strategies. We pair the mentors and mentees according to their needs and qualifications.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and mathematics curriculum that align to the standards. The same process is implemented for the FCAT 2.0 Science standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

- Holding Learning Team Meetings on a regular basis to make decisions about literacy, mathematics, and science instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and FCAT Science 2.0
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Creating a schedule with a minimum of 30 minutes of science instruction aligned with FCAT 2.0 standards
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards and Mathematics Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, math manipulatives, science lab materials, and technology)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels

- Students receiving push-in/pull out services for ESE/ELL
 - Providing LLI (Leveled Literacy Intervention) instruction
 - Providing Process and Strategy charts for reminders of teaching
- Providing computer-adaptive practice, assessment, and instruction

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: Before School Program

Minutes added to school year: 4,620

Using the computer programs iStation (Pre-K through 5), Edmodo, and Moby Max, 2nd, 3rd, 4th, and 5th grade selected at-risk students will receive individualized instruction that is both differentiated and adaptive in order to target students' specific needs in math and language arts.

Strategy Rationale

Students will use these computer programs in order to increase their understanding of concepts and skills as well as increase their comfort level with the upcoming computer-based tests.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

De Puma, Kathleen, kathleen.depuma@palmbeachschools.org

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

Students are continually progress monitored through progress monitoring data and usage reports. Reports can be accessed in order to determine the program's effectiveness for each student.

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

VPK Inclusion Unit implemented FY16 school year, consisting of 18 students of which 9 students currently reside in our SAC area. The remaining 9 slots are assigned by Area ESE personnel. Additional Pre-K Communication Model consisting of approximately 30 students served in a half day setting.

A Kindergarten Round-up is held in the Spring to introduce incoming kindergarten students and their parents to Orchard View. At this time students meet the current Kindergarten teachers, are given a tour of the school, and are introduced to life as a kindergarten student. Incoming families are provided with packets of Kindergarten prerequisite skills in Literacy and Math, and suggestions for parent support and involvement. When school begins, Kindergarten students have a staggered start allowing for lower teacher/pupil ratio. This allows teachers to provide more one on one attention to individual students. At Orchard View, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students will be assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological

Awareness/Processing. Vision and Hearing screening is also provided. Screening data will be collected and aggregated. Data is used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

All teachers participate in vertical planning throughout the school year.

Middle school and Multicultural personnel come to Orchard View to present information and assist the fifth grade students with their transition to middle school Choice Programs.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Orchard View Elementary School teachers will deliver rigorous, differentiated instruction that is well-planned and effectively implemented with aligned resources, and they will provide feedback to students and parents on student performance in order to meet established targets by June 2016.

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. Orchard View Elementary School teachers will deliver rigorous, differentiated instruction that is well-planned and effectively implemented with aligned resources, and they will provide feedback to students and parents on student performance in order to meet established targets by June 2016. 1a

 G074876

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	51.0
FSA English Language Arts - Achievement	51.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Dedicated teachers
- Supportive Coaches
- Curriculum Department & Area Support Teams
- Title I budget
- District support teams for MTSS
-

Targeted Barriers to Achieving the Goal 3

- Difficulty with understanding how the impact of poverty on students' social and emotional needs impedes their levels of engagement and learning; inconsistent use of small group instruction based on data; unfamiliarity with new English Language Development Standards
- Lack of sufficient time to provide remediation/enrichment during the school day.
- School struggles to communicate effectively with parents due to language and SES barriers such as technology and accessibility; parents are unfamiliar with strategies that can assist their children in reaching mastery

Plan to Monitor Progress Toward G1. 8

Classroom Observation and Assessments

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student Data

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. Orchard View Elementary School teachers will deliver rigorous, differentiated instruction that is well-planned and effectively implemented with aligned resources, and they will provide feedback to students and parents on student performance in order to meet established targets by June 2016. **1**

 G074876

G1.B1 Difficulty with understanding how the impact of poverty on students' social and emotional needs impedes their levels of engagement and learning; inconsistent use of small group instruction based on data; unfamiliarity with new English Language Development Standards **2**

 B195573

G1.B1.S1 Develop teachers' capacity in balanced literacy implementation, use of small groups, differentiation and scaffolding based on assessment data and engaging students in order to improve the impact of first-best core instruction. **4**

 S207245

Strategy Rationale

Improving first-best instruction will assure all students are moving to mastery of standards.

Action Step 1 **5**

Instructional Coaches will support teachers through implementation of the coaching cycle and through the facilitation of targeted PD during PD days, LTMs and common planning

Person Responsible

Kathleen De Puma

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

coaching logs, and agendas, sign-in sheets, and handouts from PD facilitated, LTM items

Action Step 2 5

Ensure teachers have the opportunity to attend professional development offered during the school day

Person Responsible

Kathleen De Puma

Schedule

Every 2 Months, from 8/17/2015 to 6/2/2016

Evidence of Completion

Sign-in sheets and agendas

Action Step 3 5

Provide teachers with time to collaboratively plan to share best practices and ensure fidelity of implementation of instructional strategies like small group instruction and exit tickets and ensure consistent expectations for rigor

Person Responsible

Vicky Balkevicius

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

LTM calendar, agenda/meeting notes, sign-in sheets

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

Classroom Observation and Common Planning notes

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Student Data

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

Classroom Observation

Person Responsible

Kathleen De Puma


Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Student Data

G1.B2 Lack of sufficient time to provide remediation/enrichment during the school day. 2

 B195574

G1.B2.S1 Extend the learning opportunities by offering before the school day and during the school day tutorial for at-risk students. 4

 S207246

Strategy Rationale

By taking advantage of the morning window when parents are more accessible to transport students as they are on their way to work, as well as additional tutor resources.

Action Step 1 5

Utilize the computer labs and computer-adaptive technology

Person Responsible

Cathy Viola

Schedule

Daily, from 10/19/2015 to 5/27/2016

Evidence of Completion

Attendance roster, computer-adaptive generated reports

Action Step 2 5

Literacy Resource Teacher will push-in to classrooms to provide targeted small group instruction to identified students

Person Responsible

Margarita Kaufman

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Push-in schedule, roster of students served & sample lesson plans.

Action Step 3 5

Expand morning tutorial program to serve greater number of students

Person Responsible

Dawn Sarnelli

Schedule

Daily, from 10/19/2015 to 5/27/2016

Evidence of Completion

Action Step 4 5

Utilize volunteer tutors from Literacy Coalition and Vertical Bridge during the school day

Person Responsible

Margarita Kaufman

Schedule

On 5/27/2016

Evidence of Completion

Student schedule, tutorial logs

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

Technology used report and classroom walkthroughs

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Technology reports and classroom observation data

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

Tutorial attendance logs

Person Responsible

Dawn Sarnelli

Schedule

On 5/27/2016

Evidence of Completion

Tutorial attendance logs and technology reports

G1.B3 School struggles to communicate effectively with parents due to language and SES barriers such as technology and accessibility; parents are unfamiliar with strategies that can assist their children in reaching mastery **2**

 B195575

G1.B3.S1 Develop an engaging family involvement program that encourages, promotes, and facilitates meaningful parent participation in parent trainings and school events in order to build parents' capacity to serve as partners in education. **4**

 S207247

Strategy Rationale

By creating a welcoming school environment where parents are recognized and equipped to serve as valuable partners in education, parents will be empowered to use the strategies learned to assist their student at home.

Action Step 1 **5**

Part time family involvement liaison will partner with teachers to assist in planning and executing parent trainings and parent outreach

Person Responsible

Dawn Sarnelli

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Title I electronic folder

Action Step 2 **5**

Teachers will use agendas and communication folders to provide parents with timely student and school information

Person Responsible

Jean Bayol

Schedule

On 6/2/2016

Evidence of Completion

Agendas and communication folders

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor use of agendas and communication folders

Person Responsible

Kathleen De Puma

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data chats and teacher conference notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor use of agendas and communication folders

Person Responsible

Kathleen De Puma

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data chats and teacher conference 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
G1.B1.S1.A1	Instructional Coaches will support teachers through implementation of the coaching cycle and through the facilitation of targeted PD during PD days, LTMs and common planning	De Puma, Kathleen	8/17/2015	coaching logs, and agendas, sign-in sheets, and handouts from PD facilitated, LTM items	6/2/2016 weekly
G1.B2.S1.A1	Utilize the computer labs and computer-adaptive technology	Viola, Cathy	10/19/2015	Attendance roster, computer-adaptive generated reports	5/27/2016 daily
G1.B3.S1.A1	Part time family involvement liaison will partner with teachers to assist in planning and executing parent trainings and parent outreach	Sarnelli, Dawn	8/17/2015	Title I electronic folder	6/2/2016 daily
G1.B1.S1.A2	Ensure teachers have the opportunity to attend professional development offered during the school day	De Puma, Kathleen	8/17/2015	Sign-in sheets and agendas	6/2/2016 every-2-months
G1.B2.S1.A2	Literacy Resource Teacher will push-in to classrooms to provide targeted	Kaufman, Margarita	8/17/2015	Push-in schedule, roster of students served & sample lesson plans.	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	small group instruction to identified students				
G1.B3.S1.A2	Teachers will use agendas and communication folders to provide parents with timely student and school information	Bayol, Jean	8/17/2015	Agendas and communication folders	6/2/2016 one-time
G1.B1.S1.A3	Provide teachers with time to collaboratively plan to share best practices and ensure fidelity of implementation of instructional strategies like small group instruction and exit tickets and ensure consistent expectations for rigor	Balkevicius, Vicky	8/31/2015	LTM calendar, agenda/meeting notes, sign-in sheets	5/31/2016 monthly
G1.B2.S1.A3	Expand morning tutorial program to serve greater number of students	Sarnelli, Dawn	10/19/2015		5/27/2016 daily
G1.B2.S1.A4	Utilize volunteer tutors from Literacy Coalition and Vertical Bridge during the school day	Kaufman, Margarita	10/5/2015	Student schedule, tutorial logs	5/27/2016 one-time
G1.MA1	Classroom Observation and Assessments	De Puma, Kathleen	8/17/2015	Student Data	6/2/2016 monthly
G1.B1.S1.MA1	Classroom Observation	De Puma, Kathleen	8/17/2015	Student Data	5/31/2016 monthly
G1.B1.S1.MA1	Classroom Observation and Common Planning notes	De Puma, Kathleen	8/17/2015	Student Data	5/31/2016 monthly
G1.B2.S1.MA1	Tutorial attendance logs	Sarnelli, Dawn	10/19/2015	Tutorial attendance logs and technology reports	5/27/2016 one-time
G1.B2.S1.MA1	Technology used report and classroom walkthroughs	Sarnelli, Dawn	10/19/2015	Technology reports and classroom observation data	5/27/2016 monthly
G1.B3.S1.MA1	Monitor use of agendas and communication folders	De Puma, Kathleen	8/17/2015	Data chats and teacher conference notes	6/2/2016 triannually
G1.B3.S1.MA1	Monitor use of agendas and communication folders	De Puma, Kathleen	8/17/2015	Data chats and teacher conference notes	6/2/2016 triannually

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. Orchard View Elementary School teachers will deliver rigorous, differentiated instruction that is well-planned and effectively implemented with aligned resources, and they will provide feedback to students and parents on student performance in order to meet established targets by June 2016.

G1.B1 Difficulty with understanding how the impact of poverty on students' social and emotional needs impedes their levels of engagement and learning; inconsistent use of small group instruction based on data; unfamiliarity with new English Language Development Standards

G1.B1.S1 Develop teachers' capacity in balanced literacy implementation, use of small groups, differentiation and scaffolding based on assessment data and engaging students in order to improve the impact of first-best core instruction.

PD Opportunity 1

Instructional Coaches will support teachers through implementation of the coaching cycle and through the facilitation of targeted PD during PD days, LTMs and common planning

Facilitator

Coaches, Administration

Participants

Teachers

Schedule

Weekly, from 8/17/2015 to 6/2/2016

PD Opportunity 2

Ensure teachers have the opportunity to attend professional development offered during the school day

Facilitator

District and/or Area curriculum teams; school PD teams

Participants

Select Teachers, as appropriate

Schedule

Every 2 Months, from 8/17/2015 to 6/2/2016

PD Opportunity 3

Provide teachers with time to collaboratively plan to share best practices and ensure fidelity of implementation of instructional strategies like small group instruction and exit tickets and ensure consistent expectations for rigor

Facilitator

Learning Team Facilitator

Participants

Teachers

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Instructional Coaches will support teachers through implementation of the coaching cycle and through the facilitation of targeted PD during PD days, LTMs and common planning				\$74,390.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School			\$0.00
<i>Notes: 1.0 Reading Coach Salary & Benefits - district provided</i>						
			2351 - Orchard View Elementary School	Title I Part A	1.0	\$71,890.80
<i>Notes: 1.0 Math/Science Coach (Tomas) Salary & Benefits</i>						
			2351 - Orchard View Elementary School	Title I Part A		\$2,500.00
<i>Notes: Supplies for PD such as chart paper, science and math manipulatives, folders, markers, highlighters, paper, printer ink, pens, index cards, folders, post-its, sticky dots, binders, PD resource books such as The Reading Strategies Book and Record of Oral Language</i>						
2	G1.B1.S1.A2	Ensure teachers have the opportunity to attend professional development offered during the school day				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School	Title I Part A		\$3,000.00
<i>Notes: Subs for PD - salary & benefits</i>						
3	G1.B1.S1.A3	Provide teachers with time to collaboratively plan to share best practices and ensure fidelity of implementation of instructional strategies like small group instruction and exit tickets and ensure consistent expectations for rigor				\$1,500.01
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School	Title I Part A		\$1,500.01
<i>Notes: Part time in system collaborative planning pay - salary and benefits - for teachers</i>						
4	G1.B2.S1.A1	Utilize the computer labs and computer-adaptive technology				\$1,217.38
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School	Title I Part A		\$617.38

Budget Data						
				<i>Notes: Supplies for oral language lab such as notebooks, paper, colored paper, pencils, colored pencils, construction paper, glue, scissors, word cards, sentence frames</i>		
			2351 - Orchard View Elementary School	Title I Part A		\$600.00
				<i>Notes: Online subscriptions such as Reading A-Z, Flocabulary,</i>		
5	G1.B2.S1.A2	Literacy Resource Teacher will push-in to classrooms to provide targeted small group instruction to identified students				\$76,390.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School	Title I Part A	1.0	\$71,890.80
				<i>Notes: 1.0 Reading Resource Teacher (Viola) Salary & Benefits</i>		
			2351 - Orchard View Elementary School	Title I Part A		\$4,500.00
				<i>Notes: Supplies for literacy instruction such as LLI ancillary materials, twin-pocket folders chart paper, sticky notes, pencils, pens, markers, index cards, paper, notebooks, journals, highlighters</i>		
6	G1.B2.S1.A3	Expand morning tutorial program to serve greater number of students				\$40,080.08
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School			\$7,574.00
				<i>Notes: Supplies for tutorial such as Ready consumables, paper, pencils, notebooks, ink</i>		
			2351 - Orchard View Elementary School	Title I Part A		\$6,000.00
				<i>Notes: Tutors - salary & benefits</i>		
			2351 - Orchard View Elementary School	Title I Part A		\$26,506.08
				<i>Notes: Additional laptops, ipads, mobile cart, headphones, mice, and mousepads.</i>		
7	G1.B2.S1.A4	Utilize volunteer tutors from Literacy Coalition and Vertical Bridge during the school day				\$0.00
8	G1.B3.S1.A1	Part time family involvement liaison will partner with teachers to assist in planning and executing parent trainings and parent outreach				\$5,619.17
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School			\$619.17
				<i>Notes: Supplies for parent trainings and outreach such as paper, ink, folders, labels, post-its, pens, highlighters, chart paper, envelopes</i>		
			2351 - Orchard View Elementary School	Title I Part A		\$5,000.00
				<i>Notes: Part time salary and benefits and any overtime for parent liaison (Albano)</i>		

Budget Data						
9	G1.B3.S1.A2	Teachers will use agendas and communication folders to provide parents with timely student and school information				\$1,493.92
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2351 - Orchard View Elementary School	Title I Part A		\$1,493.92
			<i>Notes: agendas and communication folders</i>			
					Total:	\$203,692.16