

The School District of Palm Beach County

Orchard View Elementary School



2016-17 Schoolwide Improvement Plan

Orchard View Elementary School

4050 GERMANTOWN RD, Delray Beach, FL 33445

<https://oves.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	D*	C	C

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Orchard View Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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

Haitian Heritage Month / Flag Day Celebrations and Hispanic Heritage Month Celebrations will occur including special announcement on the OVES News, guidance elective class 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. Parents will participate in Heritage Month activities at Parent Tool Time Nights.

b. 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 Matrix of PAWS 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. Reward systems are used school-wide where students are celebrated for above and beyond behavior in the classroom, lunchroom, and bus.

c. 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, and reviewed by the principal over the OVES News station weekly.

SwPBS team reviews classroom data to ensure students are engaged while in class. Teachers have a SwPBS folder with intervention ideas, parent communication notebooks, and classroom Tracking Forms. CBIRs 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. Students are only taken from classrooms for a short time (5-10 min) if needed for intervention.

d. 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.

OVES guidance is on the elective wheel ensuring to see each grade level each week. The curriculum for the guidance counselors is research based and involves character building, teamwork, and impulse control. Our counselor who is bilingual, assists students in their native language when needed and contacts families for supportive meetings.

When referred, our students meet with a Chrysalis Counselor on our campus, during lunch or another non-academic time. We have other community partnerships that include the Delray Beach Police, where an Officer mentors select students on a weekly basis. The School Police Resource Officer implements a six-week Choose to be G.R.E.A.T. program with a focus on building safer communities. We have a Backpack program, "Boca Helping Hands Backpacks," is provided to send food home with the students for the weekends.

Our The School Based Team (SBT) meets weekly to discuss students with barriers to academic and social success including absences.

We utilize data-based decision making to close academic and social-emotional gaps by connecting all students with the services they need.

3. Early Warning Systems

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

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

Culture building with students and staff for efficacy.
Use of SwPBS direct teaching and parent communication
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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	12	16	21	13	21	0	0	0	0	0	0	0	106
One or more suspensions	5	3	4	4	5	3	0	0	0	0	0	0	0	24
Course failure in ELA or Math	42	55	67	76	73	47	0	0	0	0	0	0	0	360
Level 1 on statewide assessment	0	0	0	59	62	46	0	0	0	0	0	0	0	167

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	10	12	64	59	43	0	0	0	0	0	0	0	202

c. 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. Parent Meeting to go over SwPBS Matrix and expectation.

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 iReady at least 45 minutes per week in reading and math.

Identify at-risk students grades K-5 for Summer academic camp in partnership with the Achievement Center and the City of Delray Beach - summer slide program.

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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309939>.

2. Description

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

2. 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...

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bayol, Jean	Teacher, K-12
Baker, Michelle	Other
Baker, Kristina	Teacher, K-12
Kaufman, Margarita	Instructional Coach
Tomas, Laura	Instructional Coach
Viola, Cathy	Teacher, K-12
Sarnelli, Dawn	Assistant Principal
Dacres, Lascelia	Instructional Coach

b. Duties

1. 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!"

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Lee	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

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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 Reading/Writing or Math Workshop Professional Development in Orlando.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

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

Learning Team Meetings (PLC meetings once per week)

Common Planning

Community Building Activities - Committees such as Green Committee, Hospitality, Multicultural Committee, and Professional Development Committee

Celebrations and Staff Recognition at each faculty meeting, "Game Ball" hand out, Teacher Parking Lot Space for Random Draw of Best Attendance for Teachers

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Professional

Learning Communities will be built in the master schedule at the end of the day for 90 minutes per week, per grade level/subject. Our PLC leader and administration will attend to monitor the collaborative planning to ensure plans matches the standards and includes the rigor of the standards. Resources include the state CPALMs website as well as the district's Blender site to help us achieve our pace on the district scope. 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.

b. Instructional Strategies

1. 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 Professional Learning Committee Meetings on a regular basis to make decisions about literacy, mathematics, and science instruction in the school. Planning is done to ensure the rigor of the Florida Standards (MAFS/LAFS). Activities are planned to ensure students apply the standards to mastery and are monitored for understanding. 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 30 minute writing block and 30 minutes of "Extended Reading"
- Creating a schedule with a minimum of 30 minutes of science instruction aligned with FCAT 2.0 standards
- Providing instruction based on student needs, with another 30 minutes of "Extended Reading" as per the state statute for lowest 300 schools.
- Providing resources to support instruction (Foundations Phonics Programs, 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 (iReady instruction)

2. 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: Extended School Day

Minutes added to school year: 5,400

Teachers will be extending the ELA writing block 30 minutes and the iii intensive reading block for another 30 minutes to all students at the school for additional reading time. Students will be able to rotate through small group instruction with the teacher, iReady adaptive technology, or skills, word work, or writing through reading to target and assist their needs in English Language Arts.

Strategy Rationale

Students will have additional time to think about their writing through reading, practice independent reading, or have direct instruction with the teacher for "gap" skills that are needed for mastery of grade level work.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lee, Lisa, lisa.lee@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 teacher plan book - Friday data points - and progress monitoring data. iReady usage reports are also available in order to determine the program's effectiveness for each student.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We have 2 VPK Units for FY17. One is an ESE VPK Inclusion Unit implemented consisting of 18 students of which 9 students currently reside in our SAC area. The remaining 9 slots are assigned by Area ESE personnel.

Our other VPK Title I Unit is served for the community and consists of 18 students who are in our SAC area and who have screened in through the Brigance system showing need.

Our 5th Grade students are transitioned to middle school by listening to Middle School Guidance Activities towards the end of school, and ESE teams meet for transition meetings. Open House information is shared with students and parents for choice programs.

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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade.
- G2.** If we deliver effective and relevant instruction in math and science, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade. 1a

G083669

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- A lack of consistent, positive, and supportive school culture that supports collaborative planning, differentiation, and professional capacity to provide small group instruction
- Limited parent involvement that promotes increased literacy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Resource Teachers
- Single School Culture Specialist
- iReady Adaptive Technology
- Title I funding for materials

Plan to Monitor Progress Toward G1. 8

Monthly Calendar checks for events, PLC attendance, Data Chats and Observations

Person Responsible

Dawn Sarnelli

Schedule

Every 2 Months, from 8/29/2016 to 5/26/2017

Evidence of Completion

Attendance Logs for PLCs, Agendas for Data Chats, and iObservation Reports

G2. If we deliver effective and relevant instruction in math and science, then we will ensure high school readiness. 1a

G083670

Targets Supported 1b

Indicator	Annual Target
Math Gains	58.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal 3

- A lack of consistent, positive, and supportive school culture that supports collaborative planning, differentiation, and professional capacity to provide small group instruction
- Teacher content knowledge and effective teaching practices
- Limited parent involvement and parent knowledge of strategies to assist student at home as well as language and SES barriers such as technology and accessibility

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Monthly Leadership meetings to analyze times and amount of work done at PLCs and through classroom observations

Person Responsible

Lisa Lee

Schedule

Monthly, from 8/29/2016 to 4/28/2017

Evidence of Completion

iobservation, calendar, sign in sheets, iReady 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

 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade. **1**

 G083669

G1.B1 A lack of consistent, positive, and supportive school culture that supports collaborative planning, differentiation, and professional capacity to provide small group instruction **2**

 B222086

G1.B1.S1 Establish a shared commitment and collective responsibility for the academic success of every student. **4**

 S234343

Strategy Rationale

After years of teachers having professional development and utilizing different literacy models, there is a disconnect due to lack of success and collective efficacy. Teachers need opportunities for focused, positive, and strategic PLCs that will provided them with increase capacity and cultural competency.

Action Step 1 **5**

Establish culture by SWPBS for students, teacher recognition programs, and book talks to understand focus, culture and efficacy

Person Responsible

Lascelia Dacres

Schedule

Monthly, from 8/28/2016 to 5/19/2017

Evidence of Completion

notes from PLCs and surveys from staff about culture

Action Step 2 **5**

Literacy Resource Teacher will push-in to classrooms to provide targeted small group instruction to identified students in grades 3-5

Person Responsible

Cathy Viola

Schedule

Daily, from 8/22/2016 to 5/12/2017

Evidence of Completion

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

Action Step 3 5

Utilize iReady to track student mastery and change instruction if needed

Person Responsible

Lascelia Dacres

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

iReady Data

Action Step 4 5

Utilize the K-2 Resource Teacher to push in to classrooms to provide targeted small group instruction to indentified students in grades K-2

Person Responsible

Margarita Kaufman

Schedule

Daily, from 9/1/2016 to 6/2/2017

Evidence of Completion

schedule, student roster, lesson plans

Action Step 5 5

Create a master schedule that enables teachers to use 45 minutes of instruction, common planning, and time to analyze the iReady data in PLCs to inform instruction

Person Responsible

Lisa Lee

Schedule

On 6/2/2017

Evidence of Completion

PLC sign in sheets and common planning collaborative forms/sign ins

Action Step 6 5

Include school-wide monitoring techniques, such as whiteboards for monitoring large group and small group instruction and small group lesson (iii) tracking sheets with data points biweekly.

Person Responsible

Dawn Sarnelli

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

walkthroughs and iii data tracking sheets

Action Step 7 5

Ensure small group instruction is conducted by utilizing multiple data points as well as standards based instructional materials.

Person Responsible

Cathy Viola

Schedule

On 6/2/2017

Evidence of Completion

Walkthroughs and lesson plan checks

Action Step 8 5

Ensure ELL strategies are being utilized in instruction including word walls and visual cues with 'can do' strategies

Person Responsible

Jean Bayol

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Walkthroughs and lesson plans

Action Step 9 5

Utilize effective strategies for literacy including, use of phonics based programs (Foundations), writing programs (Top Score), and iReady with laptop computers (chromebooks), as well as content based authentic literacy books that students can use in small group.

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Action Step 10 5

Utilize effective field experiences to connect literacy, math and science standards to content knowledge and exploration within the content.

Person Responsible

Dawn Sarnelli

Schedule

On 6/30/2017

Evidence of Completion

Field Trip Agendas, Lesson plans that connect to field trip, sign ins, student evaluations

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

Attend PLCs, Common Plannings and conduct Data Chats to show the value of the culture of collaborative planning and common team analysis of student data

Person Responsible

Lisa Lee

Schedule

Biweekly, from 8/29/2016 to 4/28/2017

Evidence of Completion

PLCs agendas, faculty meeting agendas, notes from data chats

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

Walkthrough classrooms to observe monitoring and small group instruction including lesson plan checks

Person Responsible

Dawn Sarnelli

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

iobservation feedback and lesson plan checks/feedback

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

Academic and behavior data analysis checks including: FSQs, USAs, RRR book checks, and lesson plan checks

Person Responsible

Lisa Lee

Schedule

On 5/31/2017

Evidence of Completion

Performance Matters, EDW, and lesson plans and student portfolios

G1.B2 Limited parent involvement that promotes increased literacy **2**

 B222087

G1.B2.S1 Incorporate Tool Times for Literacy coordinated with Haitian and Hispanic Heritage celebrations to get the families to want to come to events **4**

 S234344

Strategy Rationale

While incorporating cultural heritage, families will want to come and then we can teach them strategies to help students

Action Step 1 **5**

Create "Tool Times" for parents to feel comfortable coming to and learning strategies for literacy success.

Person Responsible

Jean Bayol

Schedule

Every 2 Months, from 8/29/2016 to 6/2/2017

Evidence of Completion

Parent agendas, sign in sheets. evaluations

Action Step 2 **5**

Incorporate a Celebration of Cultures to be more inviting towards parents who want to come to school to celebrate with students and enjoy their culture (recipe exchange, flag day celebration, heritage postcards)

Person Responsible

Jean Bayol

Schedule

Triannually, from 9/1/2016 to 6/2/2017

Evidence of Completion

Parent sign in / Parent evaluations

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

Leadership will attend committee meetings as well as parent involvement nights to brainstorm ideas for a robust parent activity.

Person Responsible

Dawn Sarnelli

Schedule

On 5/5/2017

Evidence of Completion

committee meeting agenda/sign in sheet

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

Monitor parent meetings and analyze parent evaluation of the teacher training/celebration

Person Responsible

Lisa Lee

Schedule

On 9/2/2016

Evidence of Completion

parent agendas/surveys

G2. If we deliver effective and relevant instruction in math and science, then we will ensure high school readiness. 1

 G083670

G2.B1 A lack of consistent, positive, and supportive school culture that supports collaborative planning, differentiation, and professional capacity to provide small group instruction 2

 B222089

G2.B1.S1 Develop teachers' capacity in small group implementation, differentiation and scaffolding based on assessment data and engaging students in order to improve the impact of first-best core instruction. 4

 S234345

Strategy Rationale

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

Action Step 1 5

Instructional resource teacher will support students through small group teaching and learning within the classroom as well as be an active collaborative team member during PLCs and common planning

Person Responsible

Laura Tomas

Schedule

Weekly, from 8/15/2016 to 4/28/2017

Evidence of Completion

list of students/schedules, lesson plans, common planning agendas/sign in

Action Step 2 5

Ensure teachers have the opportunity to attend PLCs for collaborative planning which will include content area reading instruction, or science/math based differentiated instruction.

Person Responsible

Lascelia Dacres

Schedule

Every 2 Months, from 8/29/2016 to 4/28/2017

Evidence of Completion

Sign-in sheets and agendas

Action Step 3 5

Provide teachers with feedback for the evidence and data generated by their students through data chats, walkthroughs, and team planning to ensure fidelity of implementation of instructional strategies like small group instruction and exit tickets, monitoring through whiteboards, and other manipulatives and ensure consistent expectations for rigor.

Person Responsible

Lisa Lee

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

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

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

Classroom Observation, Feedback to Observations, and Common Planning notes

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 8/29/2016 to 4/28/2017

Evidence of Completion

iobservation notations/data

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

PLC participation

Person Responsible

Lisa Lee

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

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

Analyze dates and times of of classroom observations as well as attendance of PLCs and PDs

Person Responsible

Lisa Lee

Schedule

Monthly, from 8/29/2016 to 4/28/2017

Evidence of Completion

iobservation, calendar data, sign in sheets

G2.B2 Teacher content knowledge and effective teaching practices **2**

 B222090

G2.B2.S1 Professional Development for teachers on the spot with coaches as well as district developed - Pillars- as well as analyzing iReady content and data. **4**

 S234346

Strategy Rationale

By utilizing the district developed trainings, and our coaches on staff teachers will increase in content knowledge and effective teaching practices.

Action Step 1 **5**

Utilize the computer labs and computer-adaptive technology

Person Responsible

Cathy Viola

Schedule

Daily, from 10/3/2016 to 5/12/2017

Evidence of Completion

Attendance roster, computer-adaptive generated reports

Action Step 2 **5**

Expand morning and during the school day tutorials and Saturday program to serve greater number of students

Person Responsible

Dawn Sarnelli

Schedule

Daily, from 10/3/2016 to 3/17/2017

Evidence of Completion

Tutorial Attendance, teacher time sheets, student sign-in sheets, lesson plans

Action Step 3 5

Utilize volunteer tutors from Literacy Coalition, Kiwanis and Americorps to assist during the school day with small group reading sharing and accountability

Person Responsible

Margarita Kaufman

Schedule

On 5/26/2017

Evidence of Completion

Student schedule, volunteer logs, reading notebook data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Technology used report and classroom walkthroughs

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 8/22/2016 to 4/28/2017

Evidence of Completion

Technology reports and classroom observation data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will monitor the fidelity of the morning and Saturday tutorials program.

Person Responsible

Dawn Sarnelli

Schedule

Weekly, from 10/10/2016 to 3/24/2017

Evidence of Completion

admin meeting notes, feedback

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Tutorial attendance logs

Person Responsible

Dawn Sarnelli

Schedule

On 4/28/2017


Evidence of Completion

Tutorial attendance logs and technology reports

G2.B3 Limited parent involvement and parent knowledge of strategies to assist student at home as well as language and SES barriers such as technology and accessibility **2**

 B222091

G2.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**

 S234347

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 market parent nights and cultural nights to parents and assist in planning and executing parent trainings and parent outreach (multiple languages)

Person Responsible

Dawn Sarnelli

Schedule

Daily, from 8/29/2016 to 4/28/2017

Evidence of Completion

flyers, social media postings, call-outs, marquee postings, agendas, sign-in sheets, evaluations

Action Step 2 **5**

Teachers will use agendas and communication folders to provide parents with timely student and school information. Teachers will have "Parent Tuesdays" where they will make two phone calls with translator for success stories and/or areas of focus and concern.

Person Responsible

Jean Bayol

Schedule

On 5/26/2017

Evidence of Completion

Agendas and communication folders

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor use of agendas and communication folders

Person Responsible

Dawn Sarnelli

Schedule

Triannually, from 8/29/2016 to 5/26/2017

Evidence of Completion

Parent conference logs and agenda copies

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor use of agendas and communication folders, sign in sheets, Surveys from tool times

Person Responsible

Dawn Sarnelli


















Schedule

Triannually, from 8/29/2016 to 6/2/2017


















Evidence of Completion

Data chats, pictures of family nights, and teacher conference notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.MA1  M305945	Monitor parent meetings and analyze parent evaluation of the teacher training/celebration	Lee, Lisa	8/29/2016	parent agendas/surveys	9/2/2016 one-time
G2.B2.S1.A2  A301366	Expand morning and during the school day tutorials and Saturday program to serve greater number of...	Sarnelli, Dawn	10/3/2016	Tutorial Attendance, teacher time sheets, student sign-in sheets, lesson plans	3/17/2017 daily
G2.B2.S1.MA3  M305953	Administration will monitor the fidelity of the morning and Saturday tutorials program.	Sarnelli, Dawn	10/10/2016	admin meeting notes, feedback	3/24/2017 weekly
G2.MA1  M305956	Monthly Leadership meetings to analyze times and amount of work done at PLCs and through classroom...	Lee, Lisa	8/29/2016	iobservation, calendar, sign in sheets, iReady data	4/28/2017 monthly
G1.B1.S1.MA1  M305943	Attend PLCs, Common Plannings and conduct Data Chats to show the value of the culture of...	Lee, Lisa	8/29/2016	PLCs agendas, faculty meeting agendas, notes from data chats	4/28/2017 biweekly
G2.B1.S1.MA1  M305948	Analyze dates and times of of classroom observations as well as attendance of PLCs and PDs	Lee, Lisa	8/29/2016	iobservation, calendar data, sign in sheets	4/28/2017 monthly
G2.B1.S1.MA1  M305949	Classroom Observation, Feedback to Observations, and Common Planning notes	Sarnelli, Dawn	8/29/2016	iobservation notations/data	4/28/2017 monthly
G2.B1.S1.A1  A301362	Instructional resource teacher will support students through small group teaching and learning...	Tomas, Laura	8/15/2016	list of students/schedules, lesson plans, common planning agendas/sign in	4/28/2017 weekly
G2.B1.S1.A2  A301363	Ensure teachers have the opportunity to attend PLCs for collaborative planning which will include...	Dacres, Lascelia	8/29/2016	Sign-in sheets and agendas	4/28/2017 every-2-months
G2.B2.S1.MA1  M305951	Tutorial attendance logs	Sarnelli, Dawn	8/22/2016	Tutorial attendance logs and technology reports	4/28/2017 one-time
G2.B2.S1.MA1  M305952	Technology used report and classroom walkthroughs	Sarnelli, Dawn	8/22/2016	Technology reports and classroom observation data	4/28/2017 monthly
G2.B3.S1.A1  A301368	Part time family involvement liaison will market parent nights and cultural nights to parents and...	Sarnelli, Dawn	8/29/2016	flyers, social media postings, call-outs, marquee postings, agendas, sign-in sheets, evaluations	4/28/2017 daily
G1.B2.S1.MA1  M305946	Leadership will attend committee meetings as well as parent involvement nights to brainstorm ideas...	Sarnelli, Dawn	8/29/2016	committee meeting agenda/sign in sheet	5/5/2017 one-time
G1.B1.S1.A2  A301351	Literacy Resource Teacher will push-in to classrooms to provide targeted small group instruction to...	Viola, Cathy	8/22/2016	Push-in schedule, roster of students served & sample lesson plans.	5/12/2017 daily
G2.B2.S1.A1  A301365	Utilize the computer labs and computer-adaptive technology	Viola, Cathy	10/3/2016	Attendance roster, computer-adaptive generated reports	5/12/2017 daily
G1.B1.S1.A1  A301350	Establish culture by SWPBS for students, teacher recognition programs, and book talks to understand...	Dacres, Lascelia	8/28/2016	notes from PLCs and surveys from staff about culture	5/19/2017 monthly
G1.MA1  M305947	Monthly Calendar checks for events, PLC attendance, Data Chats and Observations	Sarnelli, Dawn	8/29/2016	Attendance Logs for PLCs, Agendas for Data Chats, and iObservation Reports	5/26/2017 every-2-months
G2.B1.S1.A3  A301364	Provide teachers with feedback for the evidence and data generated by their students through data...	Lee, Lisa	8/29/2016	LTM calendar, agenda/meeting notes, sign-in sheets	5/26/2017 monthly

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Orchard View Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A3  A301367	Utilize volunteer tutors from Literacy Coalition, Kiwanis and Americorps to assist during the...	Kaufman, Margarita	9/12/2016	Student schedule, volunteer logs, reading notebook data	5/26/2017 one-time
G2.B3.S1.MA1  M305955	Monitor use of agendas and communication folders	Sarnelli, Dawn	8/29/2016	Parent conference logs and agenda copies	5/26/2017 triannually
G2.B3.S1.A2  A301369	Teachers will use agendas and communication folders to provide parents with timely student and...	Bayol, Jean	8/22/2016	Agendas and communication folders	5/26/2017 one-time
G1.B1.S1.MA1  M305942	Academic and behavior data analys checks including: FSQs, USAs, RRR book checks, and lesson plan...	Lee, Lisa	8/22/2016	Performance Matters, EDW, and lesson plans and student portfolios	5/31/2017 one-time
G1.B1.S1.MA3  M305944	Walkthrough classrooms to observe monitoring and small group instruction including lesson plan...	Sarnelli, Dawn	9/1/2016	iobservation feedback and lesson plan checks/feedback	6/2/2017 biweekly
G1.B1.S1.A3  A301352	Utilize iReady to track student mastery and change instruction if needed	Dacres, Lascelia	9/1/2016	iReady Data	6/2/2017 biweekly
G1.B1.S1.A4  A301353	Utilize the K-2 Resource Teacher to push in to classrooms to provide targeted small group...	Kaufman, Margarita	9/1/2016	schedule, student roster, lesson plans	6/2/2017 daily
G1.B1.S1.A5  A301354	Create a master schedule that enables teachers to use 45 minutes of instruction, common planning,...	Lee, Lisa	9/1/2016	PLC sign in sheets and common planning collaborative forms/sign ins	6/2/2017 one-time
G1.B1.S1.A6  A301355	Include school-wide monitoring techniques, such as whiteboards for monitoring large group and small...	Sarnelli, Dawn	9/1/2016	walkthroughs and iii data tracking sheets	6/2/2017 biweekly
G1.B1.S1.A7  A301356	Ensure small group instruction is conducted by utilizing multiple data points as well as standards...	Viola, Cathy	9/1/2016	Walkthroughs and lesson plan checks	6/2/2017 one-time
G1.B1.S1.A8  A301357	Ensure ELL strategies are being utilized in instruction including word walls and visual cues with...	Bayol, Jean	9/1/2016	Walkthroughs and lesson plans	6/2/2017 biweekly
G1.B1.S1.A9  A301358	Utilize effective strategies for literacy including, use of phonics based programs (Foundations),...	Sarnelli, Dawn	9/1/2016		6/2/2017 monthly
G1.B2.S1.A1  A301360	Create "Tool Times" for parents to feel comfortable coming to and learning strategies for literacy...	Bayol, Jean	8/29/2016	Parent agendas, sign in sheets. evaluations	6/2/2017 every-2-months
G1.B2.S1.A2  A301361	Incorporate a Celebration of Cultures to be more inviting towards parents who want to come to...	Bayol, Jean	9/1/2016	Parent sign in / Parent evaluations	6/2/2017 triannually
G2.B3.S1.MA1  M305954	Monitor use of agendas and communication folders, sign in sheets, Surveys from tool times	Sarnelli, Dawn	8/29/2016	Data chats, pictures of family nights, and teacher conference notes	6/2/2017 triannually
G2.B1.S1.MA3  M305950	PLC participation	Lee, Lisa	8/29/2016		6/9/2017 weekly
G1.B1.S1.A10  A301359	Utilize effective field experiences to connect literacy, math and science standards to content...	Sarnelli, Dawn	9/1/2016	Field Trip Agendas, Lesson plans that connect to field trip, sign ins, student evaluations	6/30/2017 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade.

G1.B1 A lack of consistent, positive, and supportive school culture that supports collaborative planning, differentiation, and professional capacity to provide small group instruction

G1.B1.S1 Establish a shared commitment and collective responsibility for the academic success of every student.

PD Opportunity 1

Establish culture by SWPBS for students, teacher recognition programs, and book talks to understand focus, culture and efficacy

Facilitator

safe schools

Participants

all teachers

Schedule

Monthly, from 8/28/2016 to 5/19/2017

PD Opportunity 2

Ensure small group instruction is conducted by utilizing multiple data points as well as standards based instructional materials.

Facilitator

Lisa Hirshey and Rayna Spector

Participants

all teachers

Schedule

On 6/2/2017

PD Opportunity 3

Ensure ELL strategies are being utilized in instruction including word walls and visual cues with 'can do' strategies

Facilitator

Victoria Franscico

Participants

K-5 teachers

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

PD Opportunity 4

Utilize effective strategies for literacy including, use of phonics based programs (Foundations), writing programs (Top Score), and iReady with laptop computers (chromebooks), as well as content based authentic literacy books that students can use in small group.

Facilitator

Jennifer Bigos

Participants

K-2 teachers

Schedule

Monthly, from 9/1/2016 to 6/2/2017

G2. If we deliver effective and relevant instruction in math and science, then we will ensure high school readiness.

G2.B1 A lack of consistent, positive, and supportive school culture that supports collaborative planning, differentiation, and professional capacity to provide small group instruction

G2.B1.S1 Develop teachers' capacity in small group implementation, differentiation and scaffolding based on assessment data and engaging students in order to improve the impact of first-best core instruction.

PD Opportunity 1

Ensure teachers have the opportunity to attend PLCs for collaborative planning which will include content area reading instruction, or science/math based differentiated instruction.

Facilitator

District and/or Area curriculum teams; school PD teams

Participants

Select Teachers, as appropriate

Schedule

Every 2 Months, from 8/29/2016 to 4/28/2017

PD Opportunity 2

Provide teachers with feedback for the evidence and data generated by their students through data chats, walkthroughs, and team planning to ensure fidelity of implementation of instructional strategies like small group instruction and exit tickets, monitoring through whiteboards, and other manipulatives and ensure consistent expectations for rigor.

Facilitator

Leadership

Participants

Teachers

Schedule

Monthly, from 8/29/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade.

G1.B1 A lack of consistent, positive, and supportive school culture that supports collaborative planning, differentiation, and professional capacity to provide small group instruction

G1.B1.S1 Establish a shared commitment and collective responsibility for the academic success of every student.

TA Opportunity 1

Utilize iReady to track student mastery and change instruction if needed

Facilitator

iReady

Participants

all teachers

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Establish culture by SWPBS for students, teacher recognition programs, and book talks to understand focus, culture and efficacy				\$0.00
2	G1.B1.S1.A10	Utilize effective field experiences to connect literacy, math and science standards to content knowledge and exploration within the content.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	390-Other Purchased Services	2351 - Orchard View Elementary School	Title I, Part A		\$500.00
			Notes: science exploration/field trips			
	7800	390-Other Purchased Services	2351 - Orchard View Elementary School	Title I, Part A		\$500.00
			Notes: buses for field trips			
3	G1.B1.S1.A2	Literacy Resource Teacher will push-in to classrooms to provide targeted small group instruction to identified students in grades 3-5				\$85,200.33
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2351 - Orchard View Elementary School	Title I, Part A	1.0	\$66,342.45

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			<i>Notes: 1.0 Reading Resource Teacher (Viola) Salary & Benefits</i>			
	5100	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$18,247.60
			<i>Notes: Supplies for literacy instruction such as LLI / Foundations, ancillary materials, twin-pocket folders chart paper, sticky notes, pencils, pens, markers, index cards, paper, notebooks, journals, highlighters</i>			
	5100	750-Other Personal Services	2351 - Orchard View Elementary School	Title I, Part A		\$610.28
			<i>Notes: Substitutes for 3-5 literacy resource</i>			
4	G1.B1.S1.A3	Utilize iReady to track student mastery and change instruction if needed				\$0.00
5	G1.B1.S1.A4	Utilize the K-2 Resource Teacher to push in to classrooms to provide targeted small group instruction to indentified students in grades K-2				\$24,256.17
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$11,609.37
			<i>Notes: supplies that include classroom as well as hands on science lab supplies</i>			
	5100	750-Other Personal Services	2351 - Orchard View Elementary School	Title I, Part A		\$800.00
			<i>Notes: substitutes</i>			
	5100	120-Classroom Teachers	2351 - Orchard View Elementary School	Title I, Part A	1.0	\$11,846.80
			<i>Notes: salary and benefits - Margarita Kaufman (August 9 - September 22)</i>			
6	G1.B1.S1.A5	Create a master schedule that enables teachers to use 45 minutes of instruction, common planning, and time to analyze the iReady data in PLCs to inform instruction				\$0.00
7	G1.B1.S1.A6	Include school-wide monitoring techniques, such as whiteboards for monitoring large group and small group instruction and small group lesson (iii) tracking sheets with data points biweekly.				\$0.00
8	G1.B1.S1.A7	Ensure small group instruction is conducted by utilizing multiple data points as well as standards based instructional materials.				\$0.00
9	G1.B1.S1.A8	Ensure ELL strategies are being utilized in instruction including word walls and visual cues with 'can do' strategies				\$0.00
10	G1.B1.S1.A9	Utilize effective strategies for literacy including, use of phonics based programs (Foundations), writing programs (Top Score), and iReady with laptop computers (chromebooks), as well as content based authentic literacy books that students can use in small group.				\$0.00
11	G1.B2.S1.A1	Create "Tool Times" for parents to feel comfortable coming to and learning strategies for literacy success.				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$450.00
			<i>Notes: supplies, reading leveled books and chart paper, posters, and refreshments</i>			

12	G1.B2.S1.A2	Incorporate a Celebration of Cultures to be more inviting towards parents who want to come to school to celebrate with students and enjoy their culture (recipe exchange, flag day celebration, heritage postcards)				\$0.00
13	G2.B1.S1.A1	Instructional resource teacher will support students through small group teaching and learning within the classroom as well as be an active collaborative team member during PLCs and common planning				\$69,608.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2351 - Orchard View Elementary School	Title I, Part A	1.0	\$66,342.45
			Notes: 1.0 Math/Science Resource (Tomas) Salary & Benefits			
	5100	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$2,656.04
			Notes: Supplies for PD such as chart paper, science and math manipulatives, whiteboards, folders, markers, highlighters, paper, printer ink, pens, index cards, folders, post-its, sticky dots, binders, PD resource books			
	5100	750-Other Personal Services	2351 - Orchard View Elementary School	Title I, Part A		\$610.28
			Notes: substitutes			
14	G2.B1.S1.A2	Ensure teachers have the opportunity to attend PLCs for collaborative planning which will include content area reading instruction, or science/math based differentiated instruction.				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	2351 - Orchard View Elementary School	Title I, Part A		\$6,700.00
			Notes: Subs for PD - salary & benefits			
	6400	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$1,800.00
			Notes: supplies for PD, whiteboard training, LLI/Fundations			
	6400	100-Salaries	2351 - Orchard View Elementary School	Title I, Part A		\$4,000.00
			Notes: Stipends			
15	G2.B1.S1.A3	Provide teachers with feedback for the evidence and data generated by their students through data chats, walkthroughs, and team planning to ensure fidelity of implementation of instructional strategies like small group instruction and exit tickets, monitoring through whiteboards, and other manipulatives and ensure consistent expectations for rigor.				\$0.00
16	G2.B2.S1.A1	Utilize the computer labs and computer-adaptive technology				\$16,476.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	2351 - Orchard View Elementary School	Title I, Part A		\$16,476.77
			Notes: chromebooks			

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17	G2.B2.S1.A2	Expand morning and during the school day tutorials and Saturday program to serve greater number of students				\$27,506.18
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2351 - Orchard View Elementary School	Title I, Part A		\$10,526.61
			<i>Notes: Tutors - salary & benefits</i>			
	5100	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$3,979.57
			<i>Notes: Supplies for tutorial such as Ready consumables, paper, pencils, notebooks, ink</i>			
	5100	750-Other Personal Services	2351 - Orchard View Elementary School	Title I, Part A		\$10,000.00
			<i>Notes: temp tutors</i>			
			2351 - Orchard View Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: Buses for tutorial (after school activity and Saturday)</i>			
18	G2.B2.S1.A3	Utilize volunteer tutors from Literacy Coalition, Kiwanis and Americorps to assist during the school day with small group reading sharing and accountability				\$0.00
19	G2.B3.S1.A1	Part time family involvement liaison will market parent nights and cultural nights to parents and assist in planning and executing parent trainings and parent outreach (multiple languages)				\$10,927.51
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	2351 - Orchard View Elementary School	Title I, Part A		\$5,491.18
			<i>Notes: Part time salary and benefits and any overtime for parent liaison (Albano)</i>			
	6150	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$5,436.33
			<i>Notes: Supplies for parent trainings and outreach such as poster / sign maker, printer, paper, ink, folders, labels, post-its, pens, highlighters, chart paper, envelopes, refreshments</i>			
20	G2.B3.S1.A2	Teachers will use agendas and communication folders to provide parents with timely student and school information. Teachers will have "Parent Tuesdays" where they will make two phone calls with translator for success stories and/or areas of focus and concern.				\$1,493.92
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	2351 - Orchard View Elementary School	Title I, Part A		\$1,493.92
			<i>Notes: agendas and communication folders</i>			
Total:						\$249,419.65