

# Orchard View Elementary School



# 2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	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 11/1/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Orchard View Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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.

Orchard View will be utilizing Responsive Classroom and a morning meeting will be in place where a shared vision and direct teach of relationship, respect, and expectations are shared each morning.

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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic

targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 relationship building will provide students with communication skills that will better help them to problem solve appropriately and reduce the incidents of bullying. Teachers will receive professional development regarding Social/Emotional Learning.

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 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### 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.

Weekly review of iii/RTI data at PLCs to ensure fidelity of interventions and monitor instruction.

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) that will assist students with reading on grade level.

Implement community support including tutorial with grades 1 and 2, Palm Beach County Literacy Coalition volunteers.

Provide school-wide reading tutorial through iReady at least 45 minutes per week in reading and math.



City of Delray Beach summer slide reading program will provide students with books for summer reading.

Provide academic support for students in grade 2 through the district's Summer Strong program.

Create evidence-based interventions to close student need gaps related to warning systems using tutors working in small groups during the school day (Double Down Program).

Regular administrative conferences with parents of children with chronic absenteeism.

Improve student attendance and tardy rates with a school-wide campaign sponsored by a community business partner awarding two bikes per month in a drawing for students with perfect attendance.

21st Century free academic aftercare program and summer camp for 60 in grades K-5.

AmeriCorps volunteers providing one to one LLI reading intervention for four full days a week for the entire school year.

Each child will have a personal goal that will focus on attendance, behavior, or academics. After the first and second trimesters, every child that has met his or her goal will be awarded by Kiwanis with a Terrific Kid certificate and bumper sticker at a ceremony which their parents will be invited to.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

### **1. PFEP Link**

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

### **2. Description**

Orchard View encourages parent involvement through participation in school events, such as parent/teacher conferences, monthly PTA and SAC meetings, Title I meetings, APPT - Academic Parent Team Trainings, ESOL Parent Leadership Council meetings, which will help parents assist their children in improving their academic achievement. In addition, social parent events also targeting specific needs through activities such as Donuts with dads, monthly Student-of-the-month breakfast, hands-on Literacy and Math/Science with FSA support. Our Family Involvement Policy/Plan and School-Parent Compacts were approved and then communicated to parents and families in a language and format which is easy to understand. The Policy/Plan and Compact are being implemented and monitored daily, especially during parent/teacher conferences and attendance conferences. Orchard View conducts a yearly parental survey of the school-wide program. The survey results are used along with the District yearly Survey to determine what changes will be made to the Compact and Policy/Plan. Orchard View also encourages individuals and community business partners to assist in a variety of capacities that address the needs of the students and school. Donation of time and resources, supplies, and materials contributes to helping parents to work effectively with their children and build community and career awareness to parents and families.

**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

### 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
Boettcher, Vera	Instructional Coach
	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
David Ross	Business/Community
Kristina Baker	Teacher
Margarita Kaufman	Teacher
Mario Basilone	Business/Community
Danielle Boccia	Business/Community
Barbara Maimoni	Teacher
Marla Schuler	Teacher
Mrs. Springer	Parent
	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### 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
	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

**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 2018

2. Sharing of best practices and data analysis support  
in Learning Team Meetings; On going through June 2018

3. Literacy Cohort  
Literacy Coach and Area Support Personnel; On going through June 2018

4. Ongoing Professional Development and mentoring supported through Literacy and Math Coaches activities;  
Principal; Ongoing through June 2018

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.**



By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

In addition, along with a grant from the Pew Foundation, our school in the next three years will be trained in "Project Based Learning" where teachers will incorporate the standards to bring in more hands-on project based, inquiry based instruction so that students can show mastery in standards in a variety of ways.

Another way we are incorporating "complex text" is to incorporate a close reading program with Journeys (Harcourt)

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.***

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential
- 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
- Creating a schedule with a minimum of 30 minutes of science instruction aligned with FCAT 2.0 standards
- Providing iii instruction based on student needs
- 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:** Weekend Program

**Minutes added to school year:** 3,600

Teachers will provide additional reading and math instruction every other Saturday morning. Students will receive 30 minutes of whole group instruction in each subject, followed by small group instruction rotations with the teacher, iReady adaptive technology, or skills practice, word work, or math centers.

**Strategy Rationale**

Students will have additional instruction on grade level standards, as well as direct instruction with the teacher to master "gap skills" that are necessary to master grade level work. Additional attention in small groups will help students gain confidence and provide them additional practice in a safe learning environment with their peers.

**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 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Orchard view offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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.

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 to review data and share ideas on the next year's work. 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.

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.**

## 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.

## 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

G094884

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	34.0

**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 and Coaches
- 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 8/14/2017 to 5/25/2018

**Evidence of Completion**

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

## 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**

 G094884

**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**

 B255251

**G1.B1.S1** Establish a shared commitment and collective responsibility for the academic success of every student by deepening staff understanding of the pillars of effective instruction through PLCs, coaching, and learning opportunities. **4**

 S269741

### 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 8/14/2017 to 5/25/2018

#### Evidence of Completion

discipline data, agendas from PLCs and surveys from staff about culture, Walkthroughs

### Action Step 2 **5**

Developing a PLC schedule that has a theme focused on connecting the Pillars with the standards based instruction and engagement in the classroom.

#### Person Responsible

Lascelia Dacres

#### Schedule

Weekly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

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

### Action Step 3 5

Utilize iReady to track student mastery, as well as use of the toolbox in order to individualize learning to change and enrich instruction.

**Person Responsible**

Dawn Sarnelli

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

iReady Data, walkthroughs, lesson plans

### Action Step 4 5

Implement Core Knowledge Language Arts Pilot program in grades K-2 along with Foundations program to give individualized instruction.

**Person Responsible**

Margarita Kaufman

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

schedule, student roster, lesson plans, walkthroughs

### Action Step 5 5

Use of Project Based Learning to incorporate standards based instruction so students can show multiple ways to show mastery of the standards.

**Person Responsible**

Lisa Lee

**Schedule**

Triannually, from 8/21/2017 to 5/25/2018

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

**Person Responsible**

Jean Bayol

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Walkthroughs and lesson plans

### Action Step 8 5

K-5 students and teachers will use "Goal Folders" to track students individualized goal for reading, math and behavior

**Person Responsible**

Dawn Sarnelli

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Walkthroughs, Goal Folders

### Action Step 9 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 5/18/2018

#### ***Evidence of Completion***

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

### Action Step 10 5

#### **Person Responsible**

#### **Schedule**

On 6/30/2017

#### ***Evidence of Completion***

Agenda, reflection, walk throughs

### 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: District Diagnostics, FSQs, USAs, RRR book checks, and lesson plan checks

**Person Responsible**

Lisa Lee

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018


***Evidence of Completion***

Data from Performance Matters, EDW, and lesson plans and student goal folders

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

 B255252

**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**

 S269742

**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

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S1.MA1  M385186	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
G1.B1.S1.MA1  M385184	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
G1.B2.S1.MA1  M385187	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.MA3  M385185	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.A6  A360479	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.B2.S1.A1  A360484	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  A360485	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
G1.B1.S1.A10  A360483	[no content entered]		2/28/2017	Agenda, reflection, walk throughs	6/30/2017 one-time
G1.B1.S1.A9  A360482	Utilize effective field experiences to connect literacy, math and science standards to content...	Sarnelli, Dawn	8/14/2017	Field Trip Agendas, Lesson plans that connect to field trip, sign ins, student evaluations	5/18/2018 one-time
G1.MA1  M385188	Monthly Calendar checks for events, PLC attendance, Data Chats and Observations	Sarnelli, Dawn	8/14/2017	Attendance Logs for PLCs, Agendas for Data Chats, and iObservation Reports	5/25/2018 every-2-months
G1.B1.S1.MA1  M385183	Academic and behavior data analysis checks including: District Diagnostics, FSQs, USAs, RRR book...	Lee, Lisa	8/14/2017	Data from Performance Matters, EDW, and lesson plans and student goal folders	5/25/2018 monthly
G1.B1.S1.A1  A360474	Establish culture by SWPBS for students, teacher recognition programs, and book talks to understand...	Dacres, Lascelia	8/14/2017	discipline data, agendas from PLCs and surveys from staff about culture, Walkthroughs	5/25/2018 monthly
G1.B1.S1.A2  A360475	Developing a PLC schedule that has a theme focused on connecting the Pillars with the standards...	Dacres, Lascelia	8/14/2017	Push-in schedule, roster of students served & sample lesson plans.	5/25/2018 weekly
G1.B1.S1.A3  A360476	Utilize iReady to track student mastery, as well as use of the toolbox in order to individualize...	Sarnelli, Dawn	8/14/2017	iReady Data, walkthroughs, lesson plans	5/25/2018 biweekly
G1.B1.S1.A4  A360477	Implement Core Knowledge Language Arts Pilot program in grades K-2 along with Foundations program to...	Kaufman, Margarita	8/14/2017	schedule, student roster, lesson plans, walkthroughs	5/25/2018 weekly
G1.B1.S1.A5  A360478	Use of Project Based Learning to incorporate standards based instruction so students can show...	Lee, Lisa	8/21/2017	PLC sign in sheets and common planning collaborative forms/sign ins	5/25/2018 triannually
G1.B1.S1.A7  A360480	Ensure ELL strategies are being utilized in instruction including word walls and visual cues with...	Bayol, Jean	8/14/2017	Walkthroughs and lesson plans	5/25/2018 biweekly
G1.B1.S1.A8  A360481	K-5 students and teachers will use "Goal Folders" to track students individualized goal for...	Sarnelli, Dawn	8/21/2017	Walkthroughs, Goal Folders	5/25/2018 monthly

## 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 by deepening staff understanding of the pillars of effective instruction through PLCs, coaching, and learning opportunities.

### 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 8/14/2017 to 5/25/2018

### PD Opportunity 2

Utilize iReady to track student mastery, as well as use of the toolbox in order to individualize learning to change and enrich instruction.

#### Facilitator

Mrs. Licata

#### Participants

all teachers

#### Schedule

Biweekly, from 8/14/2017 to 5/25/2018



### **PD Opportunity 3**

Implement Core Knowledge Language Arts Pilot program in grades K-2 along with Foundations program to give individualized instruction.

#### **Facilitator**

Michael Taminini

#### **Participants**

K-2 Teachers

#### **Schedule**

Weekly, from 8/14/2017 to 5/25/2018

### **PD Opportunity 4**

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 8/14/2017 to 5/25/2018