

The School District of Palm Beach County

Orchard View Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	D	D*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Hirschy, Lisa	Instructional Coach
Baker, Michelle	Other
Baker, Kristina	Teacher, K-12
Sarnelli, Dawn	Assistant Principal
Dacres, Lascelia	Instructional Coach
Pribell, Joyce	Instructional Coach
Levinson, Bonnie	School Counselor
Anosier, Alberta	Other
Lee, Lisa	Principal

Duties

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

The Leadership Team at Orchard View Elementary School meet weekly to discuss matters important to the students and teachers. All teachers have access to members of the Leadership Team on an as-needed basis (open door policy) in addition to regularly scheduled meetings.

The Leadership Team will facilitate the implementation of the school's mindset: "The Orchard View Family will be motivated to put forth their best effort. We will utilize data to provide flexible small group instruction. We will have an ongoing commitment to professional growth and building relationships school-wide. The efforts of our school community will be celebrated through the continuous achievement of all. Our Theme: "The Power of Us"

Lisa Lee, Principal - Instruction, Culture, Systems - Observations

Dawn Sarnelli, Assistant Principal - Instruction, Culture, Systems - Observations -Project UPLIFT

Lascelia Dacres, Single School Culture Coordinator -Culture/Classroom Management - PLC
Schedule and Leader RTI Co Leader/Data Chat/Goal Folder Leader -APTT Coordinator

Kristina Baker, SAI - LLI Coach/program/AmeriCorp Liaison - Teacher Ambassador - new teachers and mentors - PBIS - Chair

Michelle Baker, ESE Coordinator - ESE/IEP meeting leader and questions and coach - PARA coach RTI Co Leader

Alberta Anosier, ELL Coordinator - ELL student compliance and coach - Imagine learning (beginning speakers only) Pull out or push in additional coaching

Lisa Hirschy, Reading Coach - Standards Based Instruction/CKLA/Journeys/iii/small group - Staff Development Chairperson -Project UPLIFT

Bonnie Levinson, School Counselor - Small group counseling \Bullying\check in program - 504 Leader\Attendance Issues \ Homeless \Foster - Homeless contact/Attendance Issues / Hearing/Vision Support

Joyce Pribell, Math/Science Coach - Standards Based Math Instruction - Math Strategies - Science Labs in the lab\Science Fair - Marzano Liaison -21st Century Co-Leader

Early Warning Systems

Year 2017-18

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	19	18	9	18	14	16	0	0	0	0	0	0	0	94
One or more suspensions	1	3	15	1	1	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	36	64	61	85	86	60	0	0	0	0	0	0	0	392
Level 1 on statewide assessment	0	0	0	53	35	38	0	0	0	0	0	0	0	126

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	8	13	16	60	42	42	0	0	0	0	0	0	0	181

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	3	16	14	16	0	0	0	0	0	0	0	54
Retained Students: Previous Year(s)	1	4	4	14	14	16	0	0	0	0	0	0	0	53

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Reading Proficiency performed at 41% which is a 4 point gain from last year, in comparison to math and science achievement where we had 14-16% gains.

Which data component showed the greatest decline from prior year?

Each area of school accountability increased with the exception of white subgroups, who declined by 13%.

Which data component had the biggest gap when compared to the state average?

ELA Achievement at 41% had the biggest gap compared to the state average at 56% (this was a -15% difference). MATH Achievement at 50% had a large gap compared to the state average at 62% (this was a -12% difference).

On the other hand, ELA lowest 25% has the biggest positive gap at 67% as compared to the state average of 48% (a +19% difference).

Which data component showed the most improvement? Is this a trend?

Both math achievement and science achievement showed the most improvement. Science achievement at 51% was a +16% gain and Math achievement at 50% was a +14% gain. Additionally, our lowest 25% in both ELA and Math had double digit gains.

Describe the actions or changes that led to the improvement in this area.

Using a plan of changing systems, culture, and instruction, we were able to change culture through PBIS and Morning Meeting, as well as weekly PLC team planning with data analysis. We hired Double Down - academic tutors to be in every 3-5 classroom during the reading and math block; and we monitored iReady by student goal setting and data chats.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	57%	56%	32%	52%	52%
ELA Learning Gains	60%	61%	55%	44%	56%	52%
ELA Lowest 25th Percentile	67%	56%	48%	43%	51%	46%
Math Achievement	50%	65%	62%	34%	61%	58%
Math Learning Gains	63%	63%	59%	38%	61%	58%
Math Lowest 25th Percentile	51%	53%	47%	29%	51%	46%
Science Achievement	51%	56%	55%	33%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (23)	18 (12)	9 (16)	18 (21)	14 (13)	16 (21)	94 (106)
One or more suspensions	1 (5)	3 (3)	15 (4)	1 (4)	1 (5)	4 (3)	25 (24)
Course failure in ELA or Math	36 (42)	64 (55)	61 (67)	85 (76)	86 (73)	60 (47)	392 (360)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	53 (59)	35 (62)	38 (46)	126 (167)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	56%	-26%	57%	-27%
	2017	28%	54%	-26%	58%	-30%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	39%	58%	-19%	56%	-17%
	2017	37%	57%	-20%	56%	-19%
Same Grade Comparison		2%				
Cohort Comparison		11%				
05	2018	38%	59%	-21%	55%	-17%
	2017	33%	52%	-19%	53%	-20%
Same Grade Comparison		5%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	63%	-26%	62%	-25%
	2017	26%	62%	-36%	62%	-36%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	49%	63%	-14%	62%	-13%
	2017	40%	64%	-24%	64%	-24%
Same Grade Comparison		9%				
Cohort Comparison		23%				
05	2018	45%	66%	-21%	61%	-16%
	2017	38%	61%	-23%	57%	-19%
Same Grade Comparison		7%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	56%	-9%	55%	-8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	63	62	42	58	57	38				
ELL	28	59	62	35	55	58	26				
BLK	35	59	66	45	59	47	41				
HSP	50	51		53	66		61				
WHT	64	72		68	72		73				
FRL	39	59	67	49	62	51	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	36	43	19	42	42	8				
ELL	22	53	52	26	47	34	14				
BLK	25	43	46	25	41	35	27				
HSP	48	68	67	44	56		40				
WHT	77	75		69	80		58				
FRL	33	51	55	32	48	38	30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure student achievement within all content areas (ELA, Math, Science) in alignment with the district's strategic plan; LTO 1.
Rationale	ELA Reading Proficiency performed at 41% which is a 4 point gain from last year, in comparison to math and science achievement where we had 14-16% gains. Our raw data within 3rd grade ELA has us at 30% proficiency which is only a 2% gain from last year.
Intended Outcome	3rd Grade ELA Proficiency Increase from 30% to 35% 4th and 5th Grade ELA Lowest 25% Increase from 67% to 77% 4th and 5th Grade MATH Lowest 25% increase from 51% to 61%
Point Person	Lisa Lee (lisa.lee@palmbeachschools.org)
Action Step	
Description	<p>Pillars of effective instruction: students are instructed in rigorous tasks encompassing the full intent of the florida state standards and content required by Florida State Statute 1003.42 and S.B. Policy 2.09 (8)(b), continuing to develop a single school culture and appreciation of multicultural diversity with a focus on reading and writing. Due to the enrollment/demographics of our school we also include Haitian Heritage Month / Flag Day Celebrations and Hispanic Heritage Month Celebrations. Faculty and staff will participate in a variety of activities to increase cultural sensitivity towards English Language Learners.</p> <p>iReady monitoring for reading and math - Lascelia Dacres Double Down Academic in class differentiated tutor Program - Dawn Sarnelli Coaching during PLC FCIM Model - data analysis and student tracking in order to change instruction in K-5 - Reading - Lisa Hirschy Coaching during PLC FCIM Model - data analysis and student data tracking in order to change instruction in K-5 Math -Joyce Pribell Morning Meeting Implementation - Vera Boettcher K-3 implementation of Core Knowledge Language Arts and Foundations Programs - Dawn Sarnelli After School Tutorial Program for targeted students in grades 2-5 - Dawn Sarnelli</p>
Person Responsible	Lisa Lee (lisa.lee@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>Monthly iReady Lessons passed and time on task BiWeekly FSQ/USA data tracking CKLA Domain Assessments Triannually RRR for K-4 PBPA writing assessments Winter Diagnostics for grades 3-5 Reading and math 2019 FSA Data for Reading Math and Science</p>
Person Responsible	Lisa Lee (lisa.lee@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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 which is taught both in large and small group. Our Community Language Facilitators are bilingual and assist students in their native language when needed and contact families for supportive meetings.

As a school we have implemented Morning Meeting by the research based Responsive Classroom which helps students understand our expectations, but also explore friendships, community, and teamwork.

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.

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 1 VPK Unit for FY18 consisting of 20 students who currently reside in our SAC area.

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.

For grades K-2 we have implemented CKLA and Foundations in order to reach students who need additional background knowledge, oral language, and direct phonics instruction.

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.

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. Teachers follow school district protocol to refer students with appropriate backup data.

Title I funds are utilized for students to engage in small group instruction through academic tutors, 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.

Our guidance counselor serves as our Migrant Liaison and Homeless Liaison in order to provide services and support to students and parents. The liaison coordinates with District, 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.

In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women within US History. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

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.

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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

Total:

\$1,085.00