Orchard View Elementary School

2019-20 Schoolwide Improvement Plan

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Orchard View Elementary School

4050 GERMANTOWN RD, Delray Beach, FL 33445

https://oves.palmbeachschools.org

Demographics

Principal: Danielle Garcia

Start Date for this Principal: 8/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (43%) 2015-16: D (36%) 2014-15: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	D

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SIP Authority

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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. 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	Job Duties and Responsibilities
Hirschy, Lisa	Instructional Coach	The Math Coach meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent math data and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.
Baker, Michelle	Teacher, ESE	The ESE Coord/teacher meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent reading data, and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.
Baker, Kristina	Teacher, K-12	The SAI Teacher meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent reading data, and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.
Sarnelli, Dawn	Assistant Principal	The Assistant Principal meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent reading data, and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.
Pribell, Joyce	Instructional Coach	The The Reading Coach meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent reading data, and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.
Levinson, Bonnie	School Counselor	Guidance meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of group counseling and the elective class. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.
Anosier, Alberta	Other	The ELL Coordinator/Teacher meets weekly to review with administration the coaching and feedback cycle with particular ELL teachers, the analysis of the most recent reading and math data, and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week.

Name	Title	Job Duties and Responsibilities
		Safety and culture are also duties of the leadership team, which are discussed monthly.
Lee, Lisa	Principal	The Principal leads the team weekly in order to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent reading data, and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	103	100	87	113	91	112	0	0	0	0	0	0	0	606
Attendance below 90 percent	16	12	12	9	10	11	0	0	0	0	0	0	0	70
One or more suspensions	1	2	0	10	15	6	0	0	0	0	0	0	0	34
Course failure in ELA or Math	42	68	76	69	91	67	0	0	0	0	0	0	0	413
Level 1 on statewide assessment	0	0	0	32	43	37	0	0	0	0	0	0	0	112

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	6	9	39	51	39	0	0	0	0	0	0	0	153

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	1	1	13	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

70

Date this data was collected or last updated

Monday 8/5/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	13	16	60	42	42	0	0	0	0	0	0	0	181

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	13	16	60	42	42	0	0	0	0	0	0	0	181

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	58%	57%	37%	53%	55%
ELA Learning Gains	58%	63%	58%	53%	59%	57%
ELA Lowest 25th Percentile	60%	56%	53%	55%	55%	52%
Math Achievement	59%	68%	63%	36%	62%	61%
Math Learning Gains	72%	68%	62%	51%	62%	61%
Math Lowest 25th Percentile	62%	59%	51%	37%	53%	51%
Science Achievement	38%	51%	53%	35%	51%	51%

	EWS Indicators as Input Earlier in the Survey							

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	103 (0)	100 (0)	87 (0)	113 (0)	91 (0)	112 (0)	606 (0)
Attendance below 90 percent	16 (19)	12 (18)	12 (9)	9 (18)	10 (14)	11 (16)	70 (94)
One or more suspensions	1 (1)	2 (3)	0 (15)	10 (1)	15 (1)	6 (4)	34 (25)
Course failure in ELA or Math	42 (36)	68 (64)	76 (61)	69 (85)	91 (86)	67 (60)	413 (392)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (53)	43 (35)	37 (38)	112 (126)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	38%	54%	-16%	58%	-20%	
	2018	30%	56%	-26%	57%	-27%	
Same Grade Comparison		8%					
Cohort Comparison							
04	2019	40%	62%	-22%	58%	-18%	
	2018	39%	58%	-19%	56%	-17%	
Same Grade Comparison		1%					
Cohort Comparison		10%					
05	2019	36%	59%	-23%	56%	-20%	
	2018	38%	59%	-21%	55%	-17%	
Same Grade Comparison		-2%					
Cohort Comparison		-3%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	61%	65%	-4%	62%	-1%	
	2018	37%	63%	-26%	62%	-25%	
Same Grade Comparison		24%					
Cohort Comparison							
04	2019	52%	67%	-15%	64%	-12%	
	2018	49%	63%	-14%	62%	-13%	
Same Grade Comparison		3%					
Cohort Comparison		15%					
05	2019	48%	65%	-17%	60%	-12%	
	2018	45%	66%	-21%	61%	-16%	
Same Grade Comparison		3%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	51%	-20%	53%	-22%
	2018	47%	56%	-9%	55%	-8%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	42	62	70	53	78	80	42				
ELL	47	61	58	65	75	70	39				
BLK	40	60	58	54	69	66	39				
HSP	51	57		68	80		30				
WHT	63	27		81	64						
FRL	43	59	62	58	72	63	37				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the data, the component that showed the lowest performance is science from 51% in FY18 to 38% in FY19 - a decline of 13%. Contributing factors include gaps in students reading particularly in the subgroups of hispanics and blacks and difficulty reading grade level text on the science test.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at the data, the component that had the greatest decline from the prior year is science from 51% in FY18 to 38% in FY19 - a decline of 13%. Contributing factors include gaps in students

reading particularly in the subgroups of hispanics and blacks and difficulty reading grade level text on the science test. A large amount of students with previous retentions and multiple early warning signs were prevalent in grade 5.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science had the greatest gap when compared to the state average 15% difference, but also in the area of ELA achievement, the gap between the school and the state is a 12% difference. The factors that contributed to this gap are multiple gaps in students reading skills that pose a challenge when reading rigorous grade level text. Also, having newer teachers in grades 3-5 who did not have particular reading interventions training was a contributing factor.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Lowest 25% percentile went up 11% points and this was attributed to an increase in after school and Saturday school math tutorial programs, in-school/in-class math tutors as the second adult in the room that helped students in small groups. Also, our math coach conducted 100% of all PLCs ensuring teachers were teaching to the rigor of the standards. Also, 5th grade math teacher is extremely experienced in the content.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the Early Warning Systems, two potential areas of concern are the number of students with course failures in ELA and Math and the number of level 1 students on the statewide assessment. In addition, students with suspensions are also a concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase Science Proficiency
2. Increase ELA Achievement, Gains, and Low 25
3. Integrate grade level Reading within content areas
4. Ensure Small Group Instruction with Targeted Reading Interventions
5. Continuous Professional Development for Teachers

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement within ELA, Math and Science, in alignment to the strategic plan, LTO 1; we will increase third grade reading proficiency from 38% to 45%
Rationale	When looking at the data, we have gaps and declines between the school and the district and state: ELA 45% Achievement; ELA Learning Gains 58% and Lowest 25% at 60% a decline by 7%.

State the measurable outcome the school plans to achieve	Third Grade Reading Proficiency will increase from 38% to 45% on the 2020 ELA FSA TEST.
Person responsible for monitoring outcome	Lisa Lee (lisa.lee@palmbeachschools.org)
Evidence-based Strategy	1. Ensuring Professional Development Learning Communities in K-5 on a weekly basis 2. Including Double Down in-class tutors in all Grades 3-5 ELA classrooms 3. Use of researched based reading intervention in small group instruction within all ELA classrooms
Rationale for Evidence-based Strategy	1. The rationale for PLCs is that it offers a consistent and collaborative time for teachers to research, share, and plan rigorous standards based lessons with the help of a reading coach. Teachers are able to analyze data to drive the instruction for the next week's lessons. 2. The rationale for Double Down in class tutors is that it offers an additional person in the classroom during small group instruction. The Double Down tutors will be trained to take a group in the reading rotation and provide them additional reading opportunities in order to fix gaps in students learning. 3. The use of a reading intervention that is strategic for each student will provide for differentiated instruction, as well as be able to meet the student at his/her own reading level and them move them up reading levels over time.

Action Step	
Description	1. All monitoring for the strategies below will occur through lesson plan review, student data analysis, classroom walk throughs, leadership team debriefing sessions with reporting out by: reading coach, math coach, AP, and single school culture resource teacher 2. A PLC Calendar will be made to ensure that PLCs are weekly and timely with a backwards design from the district FSQs and USAs to provide for Data Analysis 3. Double Down Tutor Schedule will be made so that all ELA classrooms will be assisted during the small group instruction time 4. Double Down Tutor will be trained in reading strategies and background of the standard - and given Rally reading skills materials. 5. LLI will be purchased and organized for reading interventions - Double Down Tutors and teachers who are providing Tier 2 instruction will be trained in the system
Person Responsible	Lisa Lee (lisa.lee@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standard including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment ot SB Policy 2.09 with a focus on the instruction of the
History of the Holocaust,
History of African Americans,
Study of the contributions of the HIspanics and Women to the US, and
Sacrifices of Veterans in serving our country.
Within our school, SES strategies, including Morning Meeting will provide that our teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the schools PBS universal guidelines of students practicing being responsible, respectful and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

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 Schoolwide Improvement Plan 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 has Academic Parent Teacher Team nights - three nights a year in order for parents to understand the standards of the grade level, the goals and expectations of skills, and are able to track their students skills throughout the year. Special days such as Donuts for Dads, Books and Blankets, and our end of year Variety show PreK-5 in order to promote family academic and social emotional support.

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.

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.

As a SES Pilot Program School - all teachers were trained and incorporate Morning Meeting each morning from Responsive Classroom. 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.

With a Behavioral Health Professional who has a masters in Social Work, we are able to provide counseling and family assistance to students.

With a Co-Located Counselor from the Faulk center, we are able to provide family counseling to our students.

NA

NA

NA

NA

NA

NA

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. We have 1 VPK Unit for FY20 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.

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.

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.

Vision and Hearing screening is also provided. Screening data will be collected and aggregated.

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

Each year, Orchard view partners with Delray Medical Center who volunteers to come and participate in our Career Fair. Students are able to examine multiple jobs in the medical arena.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement within ELA, Math and Science, in alignment to the strategic plan, LTO 1; we will increase third grade reading proficiency from 38% to 45%				$2,045.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	120-Classroom Teachers	2351 - Orchard View Elementary School	School Improvement Funds	548.0	$2,045.00
			Notes: 5000 Instruction and Tutorial Services			
					Total:	$2,045.00