

The School District of Palm Beach County

Orchard View Elementary School



2020-21 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: 7/15/2016

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Orchard View Elementary School

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<https://oves.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">91%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">90%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hirschy, Lisa	Instructional Coach	The Reading 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 is able to take the responsibilities of the principal in the principal's absence. She supervises teachers, staff, and safety protocols. She 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 Math 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 is a part of our Mental Health Team and acts as a communicator between students, families, and teachers. They are also teachers on the wheel for character development classes. Guidance also meets weekly on the leadership team 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.

Name	Title	Job Duties and Responsibilities
Anosier, Alberta	Other	<p>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.</p> <p>Safety and culture are also duties of the leadership team, which are discussed monthly.</p>
Lee, Lisa	Principal	<p>The Principal supervises all aspects of safety, culture, instruction, and operations of the school. She inspires and leads teachers daily as well as communicates with all stakeholders of our vision and mission. As the principal, she oversees the leadership who is scheduled to meet with her weekly in order to review with administration the coaching and feedback cycle with particular teachers. She along with the team analyzes the most recent reading, math and science data, and the focus/content of upcoming PLC work. She ensures everyone's monitoring tasks are then set for look fors and walkthrough times and focus for the next week.</p> <p>Besides instruction and data mapping, safety, culture, and the implementation of the mental health team are also duties of the leadership team, which are discussed monthly.</p>

Demographic Information

Principal start date

Friday 7/15/2016, Danielle Garcia

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

50

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Elementary School PK-5</p>
<p>Primary Service Type (per MSID File)</p>	<p>K-12 General Education</p>

2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	68	97	96	75	108	86	0	0	0	0	0	0	0	530
Attendance below 90 percent	0	31	27	9	26	14	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	3	2	4	0	0	0	0	0	0	0	9
Course failure in ELA	0	36	69	43	62	56	0	0	0	0	0	0	0	266
Course failure in Math	0	23	45	27	55	38	0	0	0	0	0	0	0	188
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	20	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	18	0	0	0	0	0	0	0	29
FY20 ELA Diag Levels 1 & 2	0	0	0	56	36	55	0	0	0	0	0	0	0	147
FY20 Math Diag Levels 1 & 2	0	0	0	51	26	40	0	0	0	0	0	0	0	117

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	0	26	49	29	55	42	0	0	0	0	0	0	0	201

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	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/1/2020

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	
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	0

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
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	0

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	51%	-20%	53%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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	
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Students With Disabilities	
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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%	0

English Language Learners	
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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%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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%	0

Hispanic Students	
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Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
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%	0
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%	0

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.

FSA Data (2019): 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, needing more vocabulary development in content, needing more reading training, with science-content articles, and these data showed lower particularly in the subgroups of hispanics and blacks. Some trend factors with these two subgroup include their similar reading levels - two grade levels below.

FY20 Data: The 2020 District Diagnostic showed the lowest performing area to be 3rd Grade ELA with 44% predicted proficient - the same number predicted as the previous year. A trend has been that third grade reading has come in with the lowest proficiency in the past 4 years of all grade levels. As far as subgroups go - the subgroup that has had the lowest performance is Hispanic students at 54% in 2020, down from 62% in 2019.

The factors contributing to this are students who have limited english skills, gaps in reading skills/ below grade level reading, and have teachers who are 1-3 years new to the profession.

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

FSA Data (2019) 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.

Data from 2020: When looking at the 2020 Diagnostic data, the biggest decline was the ELA predicted proficiency in 5th grade 55% in previous years but 48 percent in 2020. Some factors that contributed to this decline were multiple students with multiple early warning factors, including having new teachers (including ESE and ELL teachers) needing additional time and resources to fill in learning gaps from students who needed differentiated instruction.

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, factors contributed to this were lack of vocabulary skills and reading skills when analyzing a science-content article. 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?

FSA 2019-20: Most improved was Math, which went up in the 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.

2020 Data: our winter Diagnostic Showed Increase in Math proficiency in 3rd, 4th, and 5th grades as compared to the previous years Diagnostic scores. Factors contributing to this growth are the academic tutors, and after school, and morning tutorial programs put in place that began in October to help shrink the learning gaps.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our two areas of concerns after reviewing the EWS data are:

1. Course Failures (ND) on report cards - Our grading system is standards-based and when students receive an ND marking there is an indication that mastery has not been met. Therefore, it is impossible or improbable that our pupils will be successful with the state grade level assessment causing an achievement gap. Course failures causes our students to fall behind and not be on track to meet the expectations for success and may dictate a future grade level failure. Grade failure causes children to be older than their same-grade peers, which will eventually affect their self-esteem negatively and a strong probability of a higher dropout rate.

2. Level 1 on state assessments – Assessments are a good indicator of student learning. Due to the amount of students scoring level one on the state-wide assessments solidifies our concern with how many students are performing 1 to 2 or more years below grade level and hinders the natural trajectory of the child's educational success. Students scoring a level one are demonstrating an

inadequate understanding or knowledge of grade level content. Students scoring level two are demonstrating below satisfactory understanding or knowledge of grade level content. This would indicate the students would need substantial support for learning in the future.

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

Our highest priority at Orchard View is to reach all students and identify a year's worth of growth in each student. In order to do this, we need to think about literacy first, have a balanced literacy program in every grade level, and offer training to new teachers, and ESE/ELL teachers so that they can address the gaps in instruction that are present in 80% of our students. Through a balanced literacy program, using guided reading strategies and focusing on vocabulary in the content areas, the following priorities were chosen:

1. Increase Science Proficiency by focusing on science vocab, visual notebooks, and a hands-on science lab one day per week. This includes integration of grade level Reading within content areas including science and social studies additional passages in using the same reading strategies.
2. Increase ELA Achievement and Reading Gains, with an emphasis on students in the Low 25 by use of balanced literacy, and guided reading using Fountas and Pinnell strategies and materials during the small group instruction rotational model.
3. Increase Teacher Capacity/provide Professional Development During PLCs and after school: we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to guided reading, vocabulary instruction, interactive shared reading, and Go-To Strategies.
4. Provide "Double Down" Academic tutors for Small Group Differentiated Instruction: Targeted Reading Interventions (in the Tier 2 block) will reach more students with these pre-trained personnel. We will be strategically master scheduling these people to choose groups and utilize resources that match the levels of the students - with (LLI resources).
5. Continue a robust after school tutorial program that allows students to "make up" for learning gaps in the past virtual learning situations, especially for those who did not have as much access or supervision to their learning during distance learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

To ensure progress towards student achievement in ELA, Math, and Science to align with the District's Strategic Plan; LTO #1; Increase reading proficiency and LTO #2; Ensure High School Readiness.

Area of Focus Description and Rationale:

Based on State data from FY 19, overall ELA data is 38% which is an increase of 3%. When looking at ELA performance by grade, only fifth grade decreased (-2%) while fourth grade increased (+2%) and third grade increased (5%). In addition, our ELA L25 percentile decreased 2% from 56% in 2018 to 54% in 2019. Our greatest decline from the previous year is a decrease in ELA learning gains, a decrease of 2%, 56% in 2018 to 51% in 2019. Math Achievement has increased in past 3 years (FY17 34% , FY18 43% , FY19 53%) with teacher capacity and monitoring in place, we still have room to increase MATH learning gains in the lowest 25% as those have stayed stagnant at 53%, 54%, 49% in the last three years.

Science Achievement declined 16 points in 2019, reflecting this as a critical need as well, focusing on the level of text and reading skills in the content area.

ESSA data shows Black Students (57 ESSA points), Hispanic (59 ESSA points), ELLs (60 ESSA points) and SWDs (60 ESSA points) which meets the required federal threshold, a total of 58 percentage points.

During Midyear, our Diagnostic data demonstrated an increase in both ELA and Mathematics. ELA + 3% and Math showed an increase of 6%. This data demonstrates we are on the correct path to meet our goals. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21, however our iReady data shows our students are making progressive improvements.

Our measurable goals for FY21 will be to increase ELA academic achievement by 5% to result in 43%, and to increase math academic achievement by 5% to result in 65% and increase science achievement by 10% to result in 40%.

Measurable Outcome:

During the midyear we saw an increase of 3% in ELA and an increase of 6% in Math. This is a strong indicator that we are on the right track During end of year, our students were taught through virtual distance learning. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

Person responsible for monitoring outcome:

Lisa Lee (lisa.lee@palmbeachschools.org)

Evidence-based Strategy:

1. Utilize instructional tutors during ELA, Math, and Science to support teachers implement a coherent curriculum that focuses on academic standards to ensure student learning and success.
2. Incorporate in school, pre-school, and/or after school tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap.
3. Establish Professional Learning Communities cycles within all grade levels focusing on the "how" of instruction. Ensure teachers are focused on best practices that support equitable & equal access to learning for all students all the time.
4. Differentiated small group instruction will be utilized in all ELA, Math, and

Science classrooms. Through differentiation we are ensuring we support all learners at their ability. We are ensuring a variety of task, products, and processes. 5. Students will engage in adaptive technology to offer personalized learning solutions that provide support/ reteach/enrichment at their level (iReady and Successmaker).

1. Utilize instructional tutors to support the implementation of the Benchmark curriculum. The materials and resources are designed to provide a coherent sequence of instruction. 2. Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success. 3. Professional Learning Communities teachers engaging in analysis of standards based teaching and learning provides a high degree of accountability; provides teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps. 4. Small group instruction provides an opportunity for teachers to personalize the learning and provide direct instruction to students at varying levels. 5. iReady and Successmaker will offer an opportunity for students to receive enrichment and remediation on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.

Rationale for Evidence-based Strategy:

Action Steps to Implement

1. Instructional tutors and a (.5) Reading Resource Teacher: a. Analyze student data to determine support necessary. b. Analyze teacher data over the past two years to determine instructional strengths for future tutors. c. Provide teachers and tutors professional development on collaborative teaching expectations. d. During ELA, Math, and Science support teachers implement a coherent curriculum that focuses on academic standards. e. Monitoring will occur through observations, fidelity walks, and analysis of lesson plans (Dawn Sarnelli, AP; Lisa Hirschy, Reading Coach and Joyce Pribell, Math Coach

Person Responsible Lisa Lee (lisa.lee@palmbeachschools.org)

2. PLCs and Professional Development - School Based Leadership (SBLT) will monitor and reassess the ongoing support for the implementation of the standards-based instruction to ensure that students continually practice and deepen their knowledge. Monitoring of program success will be done through data analysis, classroom observations, lesson plan reviews, and academic coaching.

Person Responsible Lisa Hirschy (lisa.hirschy@palmbeachschools.org)

3. Tutorials: a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose supplemental materials and resources to be utilized during tutorials. c. Analyze teacher classroom data to determine who will be tutors. d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. e. Monitoring will occur through fidelity walks analysis of lesson plans, and ongoing student data by Lisa Hirschy and Joyce Pribell

Person Responsible Joyce Pribell (joyce.pribell@palmbeachschools.org)

4. Small group instruction provides an opportunity for teachers to personalize the learning and provide direct instruction to students at varying levels. A Balanced literacy instructional model ensures that students will be able to be taught skills, and get differentiated instruction on their 'gap' skills when in small group. Use of Fountas and Pinnell reading materials on the students level and keeping data on each student will enable students to work on set skills to move levels in reading. Use of small groups will enable groups to work on standards (reteach) or skills (reading skills).

Person Responsible Dawn Sarnelli (dawn.sarnelli@palmbeachschools.org)

5. Students will engage in adaptive technology (iReady and Successmaker): a. Provide teachers with professional development to ensure appropriate use of adaptive technology. b. Teachers will develop a rotational schedule to ensure all students have access to technology. c. Teachers will engage students in

small instruction based on adaptive technology results. d. Monitoring of small group lesson plan, technology usage/pass rate will occur by assistant principal through data analysis biweekly.

Person Responsible Dawn Sarnelli (dawn.sarnelli@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards 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 to S.B. policy 2.09 with a focus on the instruction the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to the United States, and the Sacrifices of Veterans in serving our country.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and Math Achievement of the Lowest 25th Percentile of Students will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well.

Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Throughout the school year, students have access to multicultural print rich reading materials that highlight characters in books just like them. The school hosts various programs that incorporate different cultures, countries, and eras throughout society. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) when allowable. This access to ongoing multi-cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Orchard View integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. We implement a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. Via the school news, a student will be recognized from each grade level weekly for going above and beyond in character, kindness, and our other character traits. FSA tutorials will begin in October 2020 and end in May 2021. We have Grade Level Assemblies, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS. Special funds are allocated for Parent Liaison, teachers, and instructional coaches. An parent liaison provides services, and support for students and their parents. The liaison coordinates with Title I and programs to ensure that qualifying students' needs are met. Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students. Violence Prevention Programs: Safe and Drug Free Schools - our school news promotes a safe and drug free learning environment supporting student achievement and promoting an appreciation of multicultural diversity through planned activities. Single School Culture (SSC) for Academics: Teachers attend weekly learning team and common planning meetings where teachers collaborate and student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

School-Wide Positive Behavior Support Program is in place with PAWS. 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.

During Virtual instruction, we assign all non instructional personnel including guidance counselors to a student, so they have one adult on campus to speak to as a mentoring program. We have a variety of clubs such as the Kindness club, the technology club (that does school news) and the library club that all focus on doing PBAs on good character and social emotional learning.

With a Behavioral Health Professional who has a masters in Social Work, we are able to provide counseling and family assistance to students. She also provides "lunch bunch" to students to reiterate good character, and positive self esteem, and friendship.

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$653.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	2351 - Orchard View Elementary School	School Improvement Funds		\$653.00
			<i>Notes: Stipends will be paid to teachers who attend training needed for increased reading small group instructional skills as specified in our analysis and developmental Differentiation plan.</i>			
					Total:	\$653.00