

The School District of Palm Beach County

Orchard View Elementary School



2021-22 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: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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

Name	Position Title	Job Duties and Responsibilities
Garcia, Danielle	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>
Sarnelli, Dawn	Assistant Principal	<p>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.</p> <p>Safety and culture are also duties of the leadership team, which are discussed monthly.</p>
Baker, Kristina	Teacher, K-12	<p>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.</p> <p>Safety and culture are also duties of the leadership team, which are discussed monthly.</p>
Baker, Michelle	Teacher, ESE	<p>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.</p> <p>Safety and culture are also duties of the leadership team, which are discussed monthly.</p>
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>

Name	Position Title	Job Duties and Responsibilities
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.
Estupinan, Samantha	Reading Coach	The Reading Coach meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent ELA 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.
Christensen, Nikki	Math 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.

Demographic Information

Principal start date

Thursday 7/1/2021, 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.*

3

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.*

18

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

502

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	83	66	105	83	73	99	0	0	0	0	0	0	0	509
Attendance below 90 percent	0	16	21	15	7	18	0	0	0	0	0	0	0	77
One or more suspensions	0	0	1	1	1	3	0	0	0	0	0	0	0	6
Course failure in ELA	0	28	71	65	36	66	0	0	0	0	0	0	0	266
Course failure in Math	0	8	42	48	29	58	0	0	0	0	0	0	0	185
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	20	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	11	18	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	37	55	39	0	0	0	0	0	0	0	131
FY21 ELA Winter Diag Level 1 & 2	0	0	0	40	51	50	0	0	0	0	0	0	0	141
FY21 Math Winter Diag Level 1 & 2	0	0	0	33	52	44	0	0	0	0	0	0	0	129

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	17	46	48	29	59	0	0	0	0	0	0	0	199

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	1	4	4	0	0	0	0	0	0	0	0	0	9
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 9/7/2021

2020-21 - 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	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	

2020-21 - 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	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	1	4	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	58%	57%	41%	57%	56%
ELA Learning Gains				58%	63%	58%	60%	61%	55%
ELA Lowest 25th Percentile				60%	56%	53%	67%	56%	48%
Math Achievement				59%	68%	63%	50%	65%	62%
Math Learning Gains				72%	68%	62%	63%	63%	59%
Math Lowest 25th Percentile				62%	59%	51%	51%	53%	47%
Science Achievement				38%	51%	53%	51%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	38%	54%	-16%	58%	-20%
Cohort Comparison						
04	2021					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-38%				
05	2021					
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	65%	-4%	62%	-1%
Cohort Comparison						
04	2021					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-61%				
05	2021					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	51%	-20%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning: Grades K-2 we will use iReady for Fall, Winter & Spring In grades 3-5 we will use iReady in the Fall, Diagnostics in the Winter, and FSA in the Spring.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.6	21.3	41.5
	Economically Disadvantaged	25.9	18.4	39.1
	Students With Disabilities		71.4	16.7
	English Language Learners	9.5	4.5	22.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		67.7	78.
	Economically Disadvantaged		67	76.3
	Students With Disabilities		41.7	52.
	English Language Learners		56.5	72.0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		52.9	48.4
	Economically Disadvantaged		50	45.3
	Students With Disabilities		27.3	23.1
	English Language Learners		31.3	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		67	62.6
	Economically Disadvantaged		65.9	60.7
	Students With Disabilities		58.3	53.8
	English Language Learners		60.6	57.1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		58.9	59.2
	Economically Disadvantaged		55.2	55.7
	Students With Disabilities		41.7	42.9
	English Language Learners		26.1	29.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56.5	59.2	47.4
	Economically Disadvantaged	52.4	55.7	43.1
	Students With Disabilities	50	42.9	33.3
	English Language Learners	31.8	33.3	20.8
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		56.7	53.8
	Economically Disadvantaged		55.9	52.9
	Students With Disabilities		36.1	36.1
	English Language Learners		31.6	35.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.4	30.5	35.5
	Economically Disadvantaged	28	30.1	35.2
	Students With Disabilities	8.6	10.8	10.8
	English Language Learners	10.8	12.8	20.
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		67.1	66.3
	Economically Disadvantaged		66.2	65.3
	Students With Disabilities		56.	57.7
	English Language Learners		30.4	25.
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67.6	55.	61.2
	Economically Disadvantaged	68.7	55.6	62.3
	Students With Disabilities	56	46.2	46.2
	English Language Learners	50	31.8	33.3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	69.3	66.7	76.2
	Economically Disadvantaged	67.6	65.8	75.
	Students With Disabilities	53.8	46.2	69.2
	English Language Learners	42.1	39.1	54.2

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	53	69	29	30	15	24				
ELL	37	70	82	33	41	20	42				
BLK	42	65	79	44	33	35	36				
HSP	47	69		43	62		33				
WHT	76			76			69				
FRL	45	68	75	47	41	32	39				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
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	47
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	53
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	74
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA Trends: When comparing Winter Diag. overall results with FSA for grades 3rd-5th there is a drastic discrepancy between proficiency (SY19-21). On the FSA LF (83%) outperforms all sub categories with White at (70%).

Diag. scores decreased (-5), FSA scores increased (+9).

The following subgroups showed a decrease on the Diag.: White -13, Black -3, Hispanic -8, but on FSA they increased: White +17, Black +9, Hispanic +3.

LY proficiency rate is lower on the FSA than it is on the diag.

LF proficiency rate mostly correlates with Winter Diag. proficiency EXCEPT in 2021, FSA was significantly lower.

SWD was the only subgroup which scored consistently between the Diag. -26 and FSA -22.

Math Trends: When comparing Winter Diag. overall results with FSA for grades 3rd-5th there is a lower proficiency trend (SY19-21) on the FSA when compared to the Winter Diags., with the exception of 3rd grade in FY21, which increased + 4. On FSA all subcategories underperformed from SY19-21, with the exception of LF, which increased +18.

Both Diag. scores (-13) and FSA scores (-5) decreased, with Diag. scores being a more drastic drop. All subcategories decreased on both Diag. and FSA, with the exception of LF. This is consistent with the proficiency decrease.

Science Trends: When comparing Winter Diag. overall results with FSA there is a lower proficiency trend (SY19-21) on the FSA when compared to the Winter Diags.

Diag. scores overall, decreased -13.

FSA scores over all, increased +12

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA Trends: SY19-21 subgroup SWD decreased -22 on FSA and -26 on Diag. This is not consistent with i-Ready progress monitoring data which showed SWD achieving at a consistent level.

Comparatively, the overall population increased 13 points on diagnostics when viewed over the three period from FY 19 to FY 21. In addition, FSA scores also increased overall. Even though there were some decreases in diagnostics with additional subgroups such as White, Black, and Hispanic, all three of these subgroups increased proficiency on the FSA. 40% of 3rd grade students were proficient in FY19 and 37% of this cohort remained proficient.

Math Trends:

3rd grade group (SY19) to 5th grade group (SY21) significantly decreased -18. SY19-21 subgroup decreased -25 on FSA and -23 on Diag. Overall proficiency scores also declined based on Diagnostics and FSA. This is also consistent with the progress monitoring tools utilized which indicated that scores were declining throughout the year as the content increased in rigor. In following the 5th grade cohort, 61% of these students were proficient in FY19 and only 47% of this cohort remained proficient in FY21.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA Trends: Fidelity of effective small groups were not implemented in SY20-21 and not all tutorial/small group instructions were implemented in person.

Math Trends: 3rd grade group (SY19) to 5th grade group (SY21) decreased -18 due to the lack of effective small groups for the subcategories. (FY20) Not all tutorials and small group instruction were implemented in person (FY20)

Actions to be taken to address these needs are improved culture around PLC's and effective planning for small group instruction with aligned materials. Additionally, improved in-person tutorial, during the school day (fine arts), and on Saturdays.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Trends: SY19-21 5th FSA scores increased proficiency by 13%. Subgroups F increased +16% and White +17%. This is supported by progress monitoring data with 1st grade improving from 9.5% proficiency to 22.7%, 2nd grade from 31% to 33%, 3rd grade from 26% to 29% and 4th grade from 31% to 35%.

Math Trends: SY19-21 Black Females increased proficiency by 7%. This is supported by the progress monitoring tool which predicted the proficiency rates slightly higher (1.9%) than the actual rates. Although the tool trended down, it was a good indicator for this cohort.

Science Trends: SY19-21 FSA scores increased by +12 This is supported by the progress monitoring assessments which indicated that the scores would be trending positively.

What were the contributing factors to this improvement? What new actions did your school take in this area?

ELA Trends: SY19-20 students received differentiated small group instruction in Reading by ELA teachers, ELL teachers, ESE teachers, Title I Reading Resource Teacher, and Reading tutors during the Reading block. Students received guided reading instruction and reteach instruction using supplemental materials. Tutorials took place before, during, and after school. Writing tutorials were provided based on students' area of instructional need. Incentives were put in place for students to attend tutorials. Students were rewarded for progress monitoring gains.

Math Trends: SY19-21 subgroup LF were proficient students who were placed in a cluster class for acceleration. We are continuing to place these students in a cluster class for acceleration and monitoring their FSQ, USA, DIAG data for continued progress.

Science Trends: Incorporated a Science Intervention program (J & J Bootcamp) and increased vocabulary focused instruction in ELA and Science. 5th grade Science teacher and 5th grade ELA teachers purposely planned vocabulary focused lesson plans around common prefixes.

What strategies will need to be implemented in order to accelerate learning?

Math/Science/ELA Trends: We will implement effective small groups that will be used to accelerate all students. In grade K-2, proficient students are placed in a cluster class for acceleration. In 3rd grade, proficient students are placed in a 3rd grade AMP class. In grades 4th and 5th grade, proficient students are placed in a cluster class for acceleration. Students 2-5 are also offered before, during, and after school tutorials.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Math/Science/ELA Trends: We will utilize PLC's and PDD days to train teachers in effective small group planning and implementation. All PLC training will be provided by our PLC facilitator and SSCC. Acceleration cluster class homeroom teachers will complete gifted classes and work towards their gifted certification.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Increase teacher capacity by providing professional development during PLCs, after school, and during PDD's that will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards-based lessons using materials and resources that are vetted by the district, share best practices, following and participating with the continuum model, incorporating research-based strategies included but not limited to guided reading, vocabulary instruction, interactive shared reading, and go-to strategies.
2. 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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>Based on State data from FY21, overall ELA data is 47% which is an increase of 9% from 38% in 2019 to 47% in 2021. When looking at ELA performance by grade, all grade levels increased. ELA L25 percentile increased 18% from 60% in 2019 to 78% in 2021.</p> <p>ESSA data from FY19 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.</p> <p>During the FY21 school year, many students did not attend school in person due to Covid-19 and simultaneous teaching occurred. Full implementation of small group instruction and student attendance were challenges.</p>
Measurable Outcome:	<p>Our measurable goals for FY22 will be to increase ELA academic achievement by 4% to result in 53%,</p>
Monitoring: Person responsible for monitoring outcome:	<p>Monitoring will occur through observations, fidelity walks, lesson plan analysis, Professional Learning Communities, data analysis, and iReady/Successmaker data review.</p> <p>Danielle Garcia (danielle.garcia@palmbeachschools.org)</p>
Evidence-based Strategy:	<p>1. Utilize instructional tutors during ELA to support teachers and 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 classrooms. Through differentiation, we are ensuring we support all learners at their ability. We are ensuring a variety of tasks, products, and processes. 5. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (iReady).</p>
Rationale for Evidence-based Strategy:	<p>1. Utilize instructional tutors to support the implementation of the small group, differentiated instruction using research-based materials. 2. Tutorials 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 (PLCs) where teachers are engaging in analysis of standards-based teaching and learning to provide a high degree of accountability. PLCs provide 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 offers 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.</p>

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, 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; Samantha Leyendecker-Estupinan, SSCC/Reading Coach).

Person Responsible Dawn Sarnelli (dawn.sarnelli@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 Samantha Estupinan (samantha.leyendeckerestupinan@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 Samantha Leyendecker-Estupinan.

Person Responsible Samantha Estupinan (samantha.leyendeckerestupinan@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 comprehensive and explicit 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 Danielle Garcia (danielle.garcia@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the 2018-2019 school year Orchard View Elementary School was ranked 1,021 out of 1,295 elementary schools. It reported 1.1 incidents per 100 students and when compared to all elementary schools statewide it falls into the high category. There were 7 incidents that contributed to a high ranking for violent incidents (#1.079/1,395) including fighting and harassment. The school ranked very low for property incidents (#1) and drug/public order incidents (#1). The total reported suspensions were high with 33 and a ranking of 981/1395. The primary area of concern is the number of violent incidents. The secondary area of concern was the number of suspensions.

Orchard View Elementary School is an amazing school with a wonderful sense of family culture. We continue to maintain a Single School Culture of Excellence and strives to improve the climate in a variety of ways. We integrate Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. Our SWPBS team created a behavior matrix and placed posters throughout our school and created child-friendly videos to teach expectations.

During the 2020-2021 school year Orchard View became a School of Resilience for having an overall positive school culture with many positive student behavior initiatives, positive staff culture as well as the consistent effective use of incentives for students for academic and behavioral success. During the FY21 school year, OVES had a large reduction of discipline events as a result of this amazing culture. The school culture and environment will continue to be discussed at all monthly Faculty meetings, monthly Grade Chairperson meetings, and monthly PBIS committee meetings to determine the need for improvement or shift to continue growth. Systems that are in place will be reviewed with opportunities for improvement presented. Discipline data will be reviewed monthly to identify trends and areas that need immediate attention. Student expectations for behavior will be reviewed weekly on the morning news and assemblies will be held each semester. Incentives for positive behavior will be consistent and appealing to students and staff.

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.

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 Menus are sent to all families in their native language.

The school will partner again 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 has a staff member that received training to become Kids Safe facilitator. All Kindergarten students and parents will receive much needed

All teachers were trained and will incorporate Morning Meeting each morning from the 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.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have an SBHP.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Danielle Garcia, Principal and Dawn Sarnelli, Assistant Principal; both promoting collaboration among staff members, with proper focus and leadership, creating a positive environment in which teachers can share best practices that are responsive to student needs thus allowing us to positively influence the school culture with strategies that encourage collaboration. Bonnie Levinson, Guidance Counselor, and Positive Behavior Support Chair; Nadege Pierre, ESOL Guidance Counselor; Candace Lake, Co-Located Counselor; and Charline Guillaume, Behavior Mental Health Professional: help to support a positive culture and environment through lessons that teach students that they are unique and different. Through small group and individual sessions, they provide a positive and safe experience for students. They help to ensure students feel safe, welcome and included within our school community. ALL Teachers (Morning Meeting and classroom culture) help to incorporate SWPBS within all aspects of the school day to help develop a positive, safe, and supportive learning culture. Carl Barber-Steele, Behavior Intervention Assistant; and various teachers/staff who hold our clubs after school. The front office staff who are our front lines with students, staff, and families promote a positive school culture daily.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00