

The School District of Palm Beach County

Orchard View Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: B (56%) 2017-18: B (55%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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>
Estupinan, Samantha	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>
Christensen, Nikki	Other	<p>The Single School Culture Coordinator 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>
Lemay, Nicole	Instructional Coach	<p>The PLC Coach meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent ELA and Math data for K-2 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
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>
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>
Levinson, Bonnie	School Counselor	<p>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.</p>
Pierre, Nadege	School Counselor	<p>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.</p>
Montgomery, Dana	Instructional Coach	<p>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.</p> <p>Safety and culture are also duties of the leadership team, which are discussed monthly</p>

Name	Position Title	Job Duties and Responsibilities
Severin, Alysha	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 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.

Demographic Information

Principal start date

Thursday 7/1/2021, Danielle Garcia

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

578

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	84	94	91	124	64	76	0	0	0	0	0	0	0	533
Attendance below 90 percent	34	16	23	17	11	15	0	0	0	0	0	0	0	116
One or more suspensions	0	0	1	1	2	15	0	0	0	0	0	0	0	19
Course failure in ELA	24	42	71	54	40	54	0	0	0	0	0	0	0	285
Course failure in Math	16	31	44	38	25	38	0	0	0	0	0	0	0	192
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	18	38	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	31	20	46	0	0	0	0	0	0	0	97
Number of students with a substantial reading deficiency	24	42	71	54	40	54	0	0	0	0	0	0	0	285

Using the table above, complete the table below with the number of students by current grade level who have 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	18	31	47	51	32	56	0	0	0	0	0	0	0	235

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	3	19	5	1	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Saturday 9/3/2022

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	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	

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	59%	56%				45%	58%	57%
ELA Learning Gains	65%						58%	63%	58%
ELA Lowest 25th Percentile	45%						60%	56%	53%
Math Achievement	45%	53%	50%				59%	68%	63%
Math Learning Gains	57%						72%	68%	62%
Math Lowest 25th Percentile	56%						62%	59%	51%
Science Achievement	40%	59%	59%				38%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	54%	-16%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-38%				
05	2022					
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	65%	-4%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-61%				
05	2022					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	51%	-20%	53%	-22%

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	49	48	22	42	48	13				
ELL	38	54	32	32	53	52	28				
BLK	43	62	43	42	55	48	39				
HSP	52	68	38	44	66	73	26				
WHT	71	83		61	40						
FRL	47	64	43	44	56	58	38				
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				
WHT	63	27		81	64						
FRL	43	59	62	58	72	63	37				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	99%
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%	0
English Language Learners	
Federal Index - English Language Learners	43
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	
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	
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	
Federal Index - Black/African American Students	48
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	
Federal Index - Hispanic Students	53
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	64
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Grade level and Core Content Area Trends

Increased 4th grade ELA from 49% to 61%. Increased 4th Grade Math from 52% to 63%. Increased 5th ELA from 38% to 47%. Increased math learning gains from 43% to 60%. Increased 5th Science from 31% to 40%. 3rd Math decreased from 61% to 42%. 5th Math decreased from 48% to 26%. 3rd ELA decreased from 40% to 36%. 3rd grade ELA sitting at 31% proficient on FY23 Fall iReady.

Subgroup Trends

FY21 to FY22 ESE decreased by PYG -.125 in ELA, decrease by PYG -0.7 in Math
 FY21 to FY22 FRL decrease by PYG -0.3 in ELA, decrease by PYG -1.125 in Math
 FY21 to FY22 LEP decreased by PYG -1.2 in ELA, decrease by PYG -0.40 in Math
 FY21 to FY22 Black decreased by PYG -0.3 in ELA, decrease by PYG -.60 in Math
 FY21 to FY22 Hispanic decreased by PYG -.25 in ELA, decreases by PYG -.75 in Math
 FY21 TO FY22 White decrease by PYG -0.70 in ELA

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

3rd Math decreased from 61% to 42%

5th Math decreased from 48% to 26%

3rd ELA decreased from 40% to 36%

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

Contributing Factors

1. Invalidation of 22 projected proficient students on 5th grade Math FSA, lack of small group instruction in the classroom.
2. 3rd Math and ELA, students showed the most COVID loss in critical developmental years (k-1), resulting in the highest retention rate at Orchard View.
3. The campus was not fully staffed, short 3rd grade teacher which was filled by an ESOL position and no ESSER positions.

Actions

1. Data Chats Scheduled for September "Find Your Five" in yellow to get to PR using iReady and news PM data.
2. Train teachers to have student data chats. Students tracking their own data. Visible scoreboard for student data "races."
3. Larger Tutorial and begin a bit earlier
4. Each Curriculum meeting and Team Leader meeting agenda will have a BEST practice for instruction (ELA and Math) and PBS for classroom management.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Increased 4th grade ELA from 49% to 61%

Increased 4th Grade Math from 52% to 63%

Increased 5th ELA from 38% to 47%

Increased math learning gains from 43% to 60%

Increased 5th Science from 31% to 40%

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

Contributing Factors

1. 4th grade Math and ELA instructional block was rigorous and standards-based. Small group instruction was statically planned to meet individual student needs. Every student, except one was enrolled in ELA and Math tutorial throughout the school year. Tutorial program is a positive contributing factor to the increase of math gains across grades 3-5.
2. 5th Science proficiency gains can be contributed to incorporating strong instruction based PLCs and J & J Science Intervention Bootcamp program.

Actions

1. Balanced Literacy Block/Analysis - Core Instruction is a strength due to PLC work - Anchor Charts and exit tickets are well thought out beforehand and planned. Aggressive monitoring and data driven reteach is in place.
2. Tutorial Program with Roots and Wings - Uplift Tutorial is well attended with standards-based materials aligned to the core instruction scope; tutorial will begin in September.
3. J&J Science resources have assisted students with more reading and practice questions in science. Being used in 3rd-5th. Aligned annotation chart K-5 will be implemented to support ELA.
4. K-2 knows Benchmark (two new teachers to the school however teams are strong to support). 3rd grade team prepared for the first few units due to the summer planning session they attended.

FULL Instructional Staff.

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

Gifted/accelerated classes in grades k-5 and 3rd AMP and 4th AMP.

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.

Train teachers to have student data chats. Students tracking their own data. Visible scoreboard for student data "races."

Begin coaching cycles with new teachers for both ELA and Math

Each Curriculum meeting and Team Leader meeting agenda will have a BEST practice for instruction (ELA and Math) and PBS for classroom management.

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

Increased the volume of the ELA tutorial program. Volunteers (Literacy Col.) to assist in pulling groups for at risk students. All positions are fully staffed, with the exception of an ASD teachers. Master schedule was created around ESE and ESOL services to maximize support for ELA and Math.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>If we focus on standards based instruction to increase learning gains in school wide ELA then we will increase student achievement and ensure alignment to the District's strategic plan. This area of focus aligns directly with our District's strategic plan, Theme A-Goal 3, academic excellence and growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark or intended learning.</p> <p>Based on State data from FY22, overall ELA data is 53% which is an increase of 4% from 49% 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. 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. During the FY22 school year, many support positions were vacant and did not allow for full implementation of small group instruction and student attendance were challenges.</p>
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our measurable goals for FY23 will be to increase ELA academic achievement by 5% to result in 58%,

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through observations, fidelity walks, lesson plan analysis, Professional Learning Communities, data analysis, and iReady data review.

Person responsible for monitoring outcome:

Danielle Garcia (danielle.garcia@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

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

implemented for this Area of Focus.

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).

Rationale for Evidence-based**Strategy:****Explain the rationale for selecting this specific strategy.****Describe the resources/criteria used for selecting this strategy.**

Utilize instructional tutors to support the implementation of the small group, differentiated instruction using research-based materials. 2. Tutorials provide students with additional support 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 the 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 (Samantha Leyendecker-Estupinan, AP; Alysha Severin, SSCC/Reading Coach).

Person**Responsible**

Samantha Estupinan (samantha.leyendeckerestupinan@palmbeachschools.org)

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**

Nicole Lemay (nicole.lemay@palmbeachschools.org)

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 Dana Montgomery

Person**Responsible**

Dana Montgomery (dana.montgomery@palmbeachschools.org)

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 groups. The 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. The use of small groups will enable groups to work on standards (reteach) or skills (reading skills).

Person Responsible Danielle Garcia (danielle.garcia@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY22 data 44% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our primary grades K and 1 proficiency is majority on grade level, 2nd is below.

Kindergarten- 80% Proficient
First Grade- 59% Proficient
Second Grade- 44% Proficient

Data supports a lack of proficiency in foundational skills in 2nd grade relating to:
Phonics- 32% Proficient
Vocabulary- 37% Proficient

Due to a lack of phonics and vocabulary, students overall reading comprehension proficiency is 11% for literature text and 13% for Nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA/Math, then we will increase student achievement ensuring alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY22 data shows our third-grade students were only 36% proficient on the FSA. The winter diagnostic also stated that 44% of students were predicted to be proficient by the FY22 FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. The ELA school- wide learning gains decreased five percentage points, and the learning gains of ELA Low 25% decreased by 33 points. Our ESSA identified subgroups White have demonstrated a decline of 10% and ELL by 4%. ESSA has flagged SWD as below the Federal Index of 40% for two years in a row being 36%. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2022 ELA Achievement (49%) and the District average (56%) is seven percentage points. Of our ESSA identified subgroup SWDs stayed the same, white students showed a decrease of five percentage points and ELL students showed an increase of two percentage points.

In FY22 3rd grade ELA was at 64% below a level 3.

In FY22 5th grade ELA was at 53% below a level 3.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade K-2, is using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment by 3rd grade by end of FY23.

Grades 3-5: Measureable Outcome(s)

3rd grade is using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment by end of FY23.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Aggressive monitoring daily by teachers for standard based practices, weekly walkthroughs and feedback from administration and coaches, progress monitoring assessments, coaching cycles for teachers, PLCs for implementation practices including ESE and ESOL teachers (with a goal of creating a true triple down),

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Garcia, Danielle, danielle.garcia@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark and iready meets the evidence-based practices/programs meet Florida's definition of evidence-based. Benchmark and iready meets evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan. Benchmark and iready meets the evidence-based practices/programs align to the B.E.S.T. ELA Standards. Tiered intervention resources are all approved and vetted to meet the state requirements.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Specific programs selected by the district are strategically implemented for individual student needs. Aggressive monitoring with strategic reteach along with interventions tailored to student needs, on top of a triple down model of instruction are proven to be effective for this population.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Aggressive Monitoring with weekly teacher submission of data to administration for review. This data will be used to make strategic decisions to plan appropriate small groups to meet the individual needs of students.	Estupinan, Samantha, samantha.leyendeckerestupinan@palmbeachschools.org
Professional Learning Communities focus on the implementation of standards and best practices of instruction. PLCs unpack B.E.S.T Standards.	Severin, Alysha, alysha.severin@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

Danielle Garcia, Principal and Samantha Leyendecker-Estupinan, 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; Jacquelyn Garetano, 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.