

The School District of Palm Beach County

Orchard View Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Orchard View Elementary School

4050 GERMANTOWN RD, Delray Beach, FL 33445

<https://oves.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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>
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. Safety and culture are also duties of the leadership team, which are discussed monthly.</p>
Severin, Alysha		<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>
Christensen, Nikki		<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. 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	The SAI Teacher meets weekly to review with administration the coaching and feedback cycle with particular teachers, the analysis of the most recent reading data, and the focus/content of upcoming PLC work. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.
Anosier, Alberta		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. Safety and culture are also duties of the leadership team, which are discussed monthly.
Levinson, Bonnie	School Counselor	Guidance is a part of our Mental Health Team and acts as a communicator between students, families, and teachers. They are also teachers on the wheel for character development classes. Guidance also meets weekly on the leadership team to review with administration the coaching and feedback cycle with particular teachers, the analysis of group counseling and the elective class. We then set monitoring look fors and walkthrough times and focus for the next week. Safety and culture are also duties of the leadership team, which are discussed monthly.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. ** Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team. ** Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the

outcomes of English Language Learners.

** A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

** A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this app in our assemblies. The Raptor System” is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently

** Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the Districts Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is a living document that memorializes the continuous improvement work we do. The SIP is updated throughout the year to ensure there's proper documentation. We collaborate to review/analyze data. We make decisions based on the data to ensure all students receive the necessary support/accommodations during instruction. We will reach achievement goals:

- Strategic visioning/planning
- Problem identification/root cause analysis
- Developing action steps towards improvement
- Creating/maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning/improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's, USA's, Imagine Learning, IXL, Khan Academy, FAST Progress Monitoring, and Teacher made assessments. The FAST assessments will occur three times a year in ELA/Math.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every 9 days per content area. Teachers meet with the coaches and administration to discuss/analyze data, modify instruction, and create

standards-based learning goals. This ensures that teachers have a concrete timeline and the resources to provide quality instruction. Student work and best practices are shared and analyzed during Administrative Team meetings, PLC's , the Instructional Leadership Team meetings, Faculty meetings, and SAC meetings.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Math. In Grades 3-5 there is FAST Reading/Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained to assess data, modify/implement differentiated instruction based on the results of data.

**Monitoring frequently will allow us to adjust the instructional focus for remediation deficiencies before they become substantial. We will be able to individualize instruction to meet the needs of our students, increasing student achievement.

We will monitor through:

- **Review of Lesson Plans,
- **Data Analysis,
- **Classroom walks,
- **Student attendance,
- **Data Chats,
- **Formal Observations,
- **Professional Learning Communities attendance/participation,
- **Formative/Summative Assessments/Technology.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	26	28	23	28	13	11	0	0	0	129
One or more suspensions	3	2	0	4	7	5	0	0	0	21
Course failure in English Language Arts (ELA)	47	77	71	86	40	43	0	0	0	364
Course failure in Math	38	75	65	75	35	51	0	0	0	339
Level 1 on statewide ELA assessment	0	0	0	61	29	28	0	0	0	118
Level 1 on statewide Math assessment	0	0	0	45	29	31	0	0	0	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	10	19	69	29	29	0	0	0	157

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	40	70	62	85	40	42	0	0	0	339

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	3	25	4	1	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	16	23	17	11	15	0	0	0	116
One or more suspensions	0	0	1	1	2	15	0	0	0	19
Course failure in ELA	24	42	71	54	40	54	0	0	0	285
Course failure in Math	16	31	44	38	25	38	0	0	0	192
Level 1 on statewide ELA assessment	0	0	0	32	18	38	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	31	20	46	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	42	71	54	40	54	0	0	0	285

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	31	47	51	32	56	0	0	0	235

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	16	23	17	11	15	0	0	0	116
One or more suspensions	0	0	1	1	2	15	0	0	0	19
Course failure in ELA	24	42	71	54	40	54	0	0	0	285
Course failure in Math	16	31	44	38	25	38	0	0	0	192
Level 1 on statewide ELA assessment	0	0	0	32	18	38	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	31	20	46	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	42	71	54	40	54	0	0	0	285

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	31	47	51	32	56	0	0	0	235

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	53	53	49	59	56	48		
ELA Learning Gains				65			68		
ELA Lowest 25th Percentile				45			76		
Math Achievement*	50	57	59	45	53	50	49		
Math Learning Gains				57			42		
Math Lowest 25th Percentile				56			35		
Science Achievement*	55	54	54	40	59	59	42		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	56	56	59	53			53		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	231
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	39	Yes	1	
HSP	51			
MUL				
PAC				
WHT	69			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	43			
AMI				
ASN				
BLK	48			
HSP	53			
MUL				
PAC				
WHT	64			
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			50			55					56
SWD	19			25			47				5	44
ELL	23			36			39				5	56
AMI												
ASN												
BLK	29			39			50				5	54
HSP	42			62			56				5	60
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	67			71							2	
FRL	37			47			56				5	59

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	49	65	45	45	57	56	40					53
SWD	19	49	48	22	42	48	13					48
ELL	38	54	32	32	53	52	28					53
AMI												
ASN												
BLK	43	62	43	42	55	48	39					48
HSP	52	68	38	44	66	73	26					57
MUL												
PAC												
WHT	71	83		61	40							
FRL	47	64	43	44	56	58	38					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	68	76	49	42	35	42					53
SWD	22	53	69	29	30	15	24					43
ELL	37	70	82	33	41	20	42					53
AMI												
ASN												
BLK	42	65	79	44	33	35	36					43
HSP	47	69		43	62		33					62
MUL												
PAC												
WHT	76			76			69					
FRL	45	68	75	47	41	32	39					53

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	56%	-10%	54%	-8%
04	2023 - Spring	34%	58%	-24%	58%	-24%
03	2023 - Spring	27%	48%	-21%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	57%	-9%	59%	-11%
04	2023 - Spring	39%	52%	-13%	61%	-22%
05	2023 - Spring	51%	56%	-5%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	51%	-5%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data shows that from FY22 to FY23 3rd grade ELA decreased from 38% to 31%. This is the second consecutive year of a 3rd-grade ELA proficiency decrease. From FY21 to FY23 3rd ELA decreased by 19 percentage points.

ESSA has flagged SWD as below the Federal Index of 40% for two years in a row. In FY22 SWD was identified as 36%. Data indicates we need to review what is being taught, and how it's being taught and make decisions to make the changes necessary to support all learners. ELA Achievement was FY22 19% FY21 22%, and FY19 42%

The contributing factors are as follows:

-100% of our level 1 & 2 students were in front of brand new teachers, with less than 3 years of teaching

experience, for the FY23 school year.

-Lack of consistency and experience with instructional staff due to teacher shortage.

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

The data shows that from FY22 to FY23 4th grade ELA declined from 61% to 43%. This is a decline of 18 percentage points.

Some of the contributing factors are as follows:

-Lack of consistency and experience with instructional staff due to teacher shortage.

-Classroom management deficiencies lead to lost instructional time for students.

-Current student population lacked in-person instruction for 1.5 years due to the pandemic creating a gap in many foundational skills and strategies.

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

The data shows from FY23, 3rd grade ELA had the greatest gap when compared to the state average. The school was 31% and the state average was 50%, this is a 19% gap.

The contributing factors are as follows:

-100% of our level 1 & 2 students were in front of brand new teachers, less than 3 years of teaching experience, for the FY23 school year.

-Lack of consistency and experience with instructional staff due to teacher shortage.

-Classroom management deficiencies lead to lost instructional time for students.

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

The data from FY23 shows that 5th grade math experienced the most improvement from FY22 to FY23. From FY22 to FY23 5th grade math increased 33 percentage points, 26% to 59%.

Actions Taken:

-implemented more small group instruction

-increased the use of math manipulatives

-used student data to differentiate small group instruction

-Data Chats Scheduled for September "Find Your Five" in yellow to get to PR using iReady and news PM data.

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

-Larger Tutorial and began earlier

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

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Number of student with suspensions.

Number of student with 2 or more indicators

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the

Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

- Reduce student referrals and suspensions
- Decrease number of student with failure in ELA and Math
- Decrease number of students with absences
- Decrease number of Level 1's on state assessment (ELA/Math)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Academic Excellence, and growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our area of focus is the ESSA subgroup, students with disabilities (SWD) which was identified as 36% proficient (3-5). This area was identified because it fell below the Federal Index of 41%. Throughout the year we saw a steady decrease or lag in progress with our SWD partially due to teacher shortage and ESE teachers having to cover vacant positions almost daily.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Over the course of the 2023-2024 school year our students with disabilities (SWD) ESSA subgroup will increase from 36% to 46% by the end of the FY24 school year.

Monitoring:

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

In PLCs, SSCC's and administration will monitor this subgroup through the use of district USA data, PM data, and classroom aggressive monitoring data to ensure that students are achieving the goal of 46% or higher each assessment. Data will be discussed at ALL meetings . Data chats will occur with all instructional staff (Homeroom/ESE/ELL) to help ensure teachers are using data to drive instruction and push students towards proficiency.

Person responsible for monitoring outcome:

Nikki Christensen (nikki.christensen@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Orchard View we strategically plan for a variety of monitoring techniques such as:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments and Technology. Aggressive monitoring will take place in the classroom which will lead to targeted small group remediation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research states that small group instruction can be twice as effective as whole group instruction. We will incorporate small group instruction utilizing USA data to meet the students; need for standards based practice and to identify areas of weakness for targeted remediation. USAs have proven successful in preparing students for the FAST.

2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from local and standardized assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Step One: In PLCs, student data will be examined to identify targeted students that fall within this subgroup and fall below the goal of 46%.

Person Responsible: Nikki Christensen (nikki.christensen@palmbeachschools.org)

By When: August 2023

Step Two: In PLCs, create aggressive monitoring tasks for teachers to monitor student achievement after each lesson.

Person Responsible: Nikki Christensen (nikki.christensen@palmbeachschools.org)

By When: August 2023 (ongoing)

Step Three: Given the results of the aggressive monitoring students will get a double dose of instruction in a small group setting.

Person Responsible: Nikki Christensen (nikki.christensen@palmbeachschools.org)

By When: August 2023 (ongoing)

Step Four: Continuously monitor the student data in PLCs to ensure the goal is being met and create remediation plans for students who are falling below the threshold of 46%.

Person Responsible: Nikki Christensen (nikki.christensen@palmbeachschools.org)

By When: August 2023 (ongoing)

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus for FY24 is to decrease the number of student suspensions. For the FY23 school year we had 21 students with 1 or more suspensions.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student suspensions will decrease by 50% by the end of the FY24 school year. In alignment to the District’s Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Monitoring:

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

Monthly discipline dashboard reports will be monitored and discussed at leadership and all other relevant meetings.

Person responsible for monitoring outcome:

Samantha Estupinan (samantha.leyendeckerestupinan@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be implementing the Zones of Regulation program school-wide. We will be implementing a teacher-student mentoring program. Additional behavior support will be given through coaching cycles around classroom management and CHAMPS training.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research supports the use of Zones of regulation, coaching through Get Better Faster, and CHAMPS classroom management system.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Step One: Train teacher in Zones of Regulation

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

By When: August 2023

Step Two: Identify teachers who need coaching cycles for classroom management.

Person Responsible: Alysha Severin (alysha.severin@palmbeachschools.org)

By When: August 2023

Step Three: Coach teachers around classroom management using the Get Better Faster framework.

Person Responsible: Alysha Severin (alysha.severin@palmbeachschools.org)

By When: August 2023 (ongoing)

Step Four: Ensure students feel valued and respected by implementing:

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: August 2023 (ongoing)

Step Five: Monitor discipline data monthly and discuss at leadership and all other relevant meetings.

Person Responsible: Samantha Estupinan (samantha.leyendeckerestupinan@palmbeachschools.org)

By When: August 2023 (ongoing)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified as Additional Targeted Support Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resource teachers (ESOL and ESE) support during small group instruction. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher

development and growth. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. Curriculum resources to enhance ELA, Science, and Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education. We have partnerships with multiple community and business partners (Roots and Wings, 21st Century, Target). Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 FY24 data 54% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our primary grades K-2, are all significantly below grade level (K- 22% PR, 1- 14% PR, 2- 17% PR).

Data supports a lack of proficiency in foundational skills in 2nd grade relating to:
 Phonics- 46% Proficient
 Vocabulary- 41% Proficient

Due to a lack of phonics and vocabulary, students overall reading comprehension proficiency is 49% for literature text and 44% for Nonfiction text.

Grades 3-5: Instructional Practice specifically related 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 FY23 data shows our third-grade students were only 32% proficient on the FAST. 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.

In FY23 3rd grade FAST ELA PM3 was at 68% below a level 3.

ESSA has flagged SWD as below the Federal Index of 40% for two years in a row being 19%. 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 2023 ELA Achievement (27%) and the District average (48%) is 21 percentage points.

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 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 Measurable Outcomes

Each grade K-2, is using the 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 FY24. USAs will be tracked for progress as measurable outcomes.

FY23 K-2 OVES

ELL Students, 69% are not on track for PR.

FY23 K-2 PBC

ELL Students, 45% are not on track for PR.

FY23 K-2 OVES

ESE Students, 74% are not on track for PR.

FY23 K-2 PBC

ESE Students, 50% are not on track for PR.

Grades 3-5 Measurable Outcomes

3rd grade is using the 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 FY24. USAs will be tracked for progress as measurable outcomes.

FY23 3-5 OVES

ESE Students, 67% are not on track for PR.

FY23 K-2 PBC

ELL Students, 64% are not on track for PR.

FY23 3-5 OVES

ESE Students, 61% are not on track for PR.

FY23 K-2 PBC

ESE Students, 55% are not on track for PR.

Monitoring

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 impact student achievement outcomes.

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

Description:

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

Rationale:

Explain the rationale for selecting 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 evidence-based 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 is 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
ASSESSMENT: 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.	Leyendecker, Samantha, samantha.leyendecker@palmbeachschools.org
LITERACY LEADERSHIP: Roster Reviews with all teachers to identify and group ELL/ESE students and create a double down schedule to teach and reteach concepts with them in ELA.	Leyendecker, Samantha, samantha.leyendecker@palmbeachschools.org
LITERACY COACHING: Create report groups to track and monitor adaptive intervention (iReady). SSCC/Coaches will review this data for identified/created report groups weekly and coach teachers on next steps/grouping/interventions.	Severin, Alysha, alysha.severin@palmbeachschools.org
PROFESSIONAL LEARNIGN: Scoreboard USA assessment data K-5 and review in PLC to create remediation groups. Teachers will perform a "whip around" with their data for a comparative/supportive purpose and share ideas on what worked/what didn't for specific groups of students in order to retarget students in need.	Christensen, Nikki, nikki.christensen@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No