

New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

www.edline.net/pages/new_horizons_elementary_school

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | No | 56% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 73% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | A* | A | B | A |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 21 |
| Appendix 1: Implementation Timeline | 39 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 42 |
| Professional Development Opportunities | 43 |
| Technical Assistance Items | 0 |
| Appendix 3: Budget to Support Goals | 0 |

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of New Horizons Elementary School is to provide a foundation for the development of physical, emotional, social, and cognitive skills to facilitate the maximum educational growth of all students.

Provide the school's vision statement

The vision of New Horizons Elementary School is to provide each child maximum opportunities to learn and develop in in order to lead a productive life, become a responsible citizen, demonstrate an appreciation of the environment, and promote curious life-long learners who will be prepared to meet the challenges of tomorrow.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

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

- History of Holocaust through class book studies
- History of Africans and African Americans through biography reports and presentations
- Hispanic Contributions through Dual Language student presentations
- Women's Contributions through biography reports and presentations
- Sacrifices of Veterans through a Veterans' Day school wide assembly with guest speakers and a Flag-folding lesson by local veterans

Relationship building is a clear priority. Relationship building is supported school wide by: Providing lessons for teachers to use during the first eight days encouraging teachers and students to share and mesh together as a community of caring; Matching students with mentors; Providing a homework club where relationships between parents, students, and teachers are nurtured. Teachers of Tomorrow Club also offers the opportunity for students to build relationships with teachers.

Professional development is provided for teachers exploring the difference between Consequences and Interventions as well as establishing and maintaining effective relationships with students.

A Single School Culture for Academics is promoted through participation in weekly learning team meetings where teachers collaborate to unpack the Florida Standards, establish learning targets and scales, align plans, analyze student work, assessments, and data, and share strategies to reteach instruction.

We instill an appreciation for multicultural diversity through structured lessons in all content areas, implementation of SwPBS programs, after school activities, and school-wide events. Students also learn about each other's cultures through researching and reporting on their heritage.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected. A comprehensive school counseling program exists, providing students with the opportunity to develop social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers. Through classroom guidance students learn and are provided opportunities to practice: Respecting and honoring differences; Peacefully resolving conflicts; Taking Responsibility for their

Choices and Consequences; Being assertive by using their Peace Area to tell how they feel and what they want; Forging Friendships; Identifying ways to be Trustworthy by choosing to always “Do the Right Thing”. Notes and goal setting for each character trait are documented in Guidance Journals. Small group guidance is provided for students needing support with opportunities provided for them to learn and practice self-management skills including stress, anger, friendship, and coping skills. Students needing extra support participate in planned discussions, goal setting, and creating behavior contracts.

A Single School Culture is encouraged through: A universal attention signal; A uniform policy; All students are exposed to the New Horizons SwPBS Expectations through video lessons, morning announcement reminders, and school wide assemblies at each grade level. Teachers are encouraged to review these throughout the school year. Video clips are available for teachers to show students how to prevent bullying through respectful behavior and what to do about bullying. Students are encouraged to report bullying to an adult. A bullying reporting system is available for students to fill out a bullying report. All reports are acted on.

Our school integrates Single School Culture for Behavior and Climate by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring School-wide Positive Behavior Support. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs. Our school uses a people 1st language. All students, including SWDs, are given equal consideration for recognition through honors, awards, and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in school sponsored, non-academic, age appropriate activities including clubs, field trips, school programs, and community service activities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A school wide behavioral system is in place that aids in minimizing distractions to keep students engaged during instructional time. Teachers are trained in using CHAMPS classroom management strategies. Guidelines for Success are reviewed and on display in each class. Teachers provide opportunities for their students to learn and review the behavior matrix. Students are empowered by learning the school motto- “I am a Safe and Respectful Learner, these are the skills I learn each day, I Stop, Think, then Choose. Students they take responsibility for their choices by completing “Think Sheets” and identifying how to improve their behavior. Students are recognized for their positive behavior through: Safe, Respectful, Learner tickets given to students and traded for activities; Students in each class are given monthly Character Counts Awards; Classes showing good cafeteria behavior receive the Golden Tray and Silver Spoon Awards; A Celebrate Citizenship Assembly recognizing students for participation in various service clubs.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures that the social-emotional needs of all students are met in various ways. Students are matched with and check in with mentors that take an interest in them. A School Based Team meets weekly to identify struggling students. They identify research based interventions to help students with academic, social, and emotional issues to remove barriers to learning. The school counselor provides classroom guidance lessons teaching students strategies for getting along with others, making good choices, staying safe, handling their emotions in healthy ways, and setting goals. Students are provided the opportunity to participate in small group guidance sessions where they learn and practice coping skills.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

NA

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The following will be implemented to build positive relationships with families and to increase family involvement:

Spanish liaison will be established to enhance communication with Spanish speaking parents. The school's mission and vision will be shared with families through the Parent and Student Handbook, newsletter, and School Advisory Council. Workshops, meetings, and conferences will be offered during multiple times in a day. Evidence will be in the form of flyers, agendas, sign in sheets and conference forms. Increase the communication between the school, teachers, and parents utilizing multiple means of contact (student agendas, newsletters, parent link phone calls, parent conferences, and flyers). Provide easy access to technology and training to parents on academic

programs. Host parent training workshops, focusing on academic and social topics. Increase school spirit through building connections. Host School Spirit Events on campus and in the community. BPIE Assessment Results, the School Improvement Plan, and reports of progress towards goals are communicated to families, school and district personnel, and community members annually.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

New Horizons builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. At Open House and Curriculum Night, parents receive curriculum information and Edline information as well as details on how they may become involved in the school community. Each week a photo and article are sent to The Town Crier newspaper highlighting positive events and accomplishments of students. The PTA sponsors events at local restaurants and a Hoe Down to provide opportunities for families and school staff to socialize together and raise funds for the school. The school participates in Winter Equestrian Events. All money raised is used to enhance the education of all students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

| Name | Title |
|-----------------------|---------------------|
| Cardozo, Elizabeth | Principal |
| Simmel, Mickey | Assistant Principal |
| Bray, Lynne | Guidance Counselor |
| Weissleder, Mary Fran | Teacher, K-12 |
| Gacharna, Allyson | Teacher, K-12 |
| Valdov, Judith | Teacher, K-12 |
| Leskovitz, Timothy | Teacher, ESE |
| Robbins, Jean | Instructional Media |
| Groover, Ana | Teacher, K-12 |
| Santiago, Erin | Teacher, K-12 |
| Sutton, Josie | Teacher, K-12 |
| Hansen, Deborah | Teacher, K-12 |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school counselor, and grade level and department chairs. The leadership team meets monthly to share information and review school improvement goals. The team shares grade level data that may affect school effectiveness. The team is responsible for communicating information to their teams and involving teachers in decision making.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Weekly Learning Team/Grade Level Planning Meetings are used to monitor the effectiveness of instruction where teams share strategies and evaluate data and update action plans to meet individual and whole school student needs. The School Based Team, which is comprised of administration, teachers, school counselor, and the school psychologist, meets on a weekly basis to monitor individual student progress of those students in the RtI process.

The following programs and services benefit our students:

Title I, Part C Migrant - Support services are provided by District personnel.

Title II - Programs and professional development are provided by Safe Schools including Single School Culture, Academic, Behavior and Climate programs, Bullying Prevention, Character Education, and District Academic Coaches.

Title III - Services are provided by the District for Intensive support for ELL students and bilingual programs. Title III provides supplemental materials for the ESOL program.

Title X Homeless - District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - SAI provides remediation to identified second grade students reading below grade level, students repeating the third grade, and Level 1 and Level 2 readers.

Violence Prevention Programs - The guidance program incorporates Bullybuster Curriculum in grades K-5. District-wide implementation of Single School Culture and Appreciation of Multicultural Diversity.

Nutrition Programs - New Horizons participates in the Free Breakfast Program for all students.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|----------------------------|----------------------------|
| Judith Valdov, Chairperson | Teacher |
| Betsy Cardozo, Principal | Principal |
| Robert Aristizabal | Parent |
| Dane-Andrew Dussie | Parent |
| Eliseo Hernandez | Business/Community |
| Kenya McCarty | Parent |
| Caryn Streicher | Teacher |
| Roland Valdivieso | Parent |
| Marc Dichter | Parent |
| Erika Gustavsson | Parent |
| Nelly Rigual-Estima | Education Support Employee |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC reviewed and monitored the implementation of the School Improvement Plan action plans in November, February, and May of last year. In September, the SAC used FSA and FCAT 2.0 data to evaluate each goal to determine if targets were achieved.

Development of this school improvement plan

The SAC met in September to evaluate the school's performance data in reading, math, and science. Members collaborated in after school planning sessions with school staff to identify goals and strategies to address targeted needs. In September, the SAC members reviewed the recommendations from the SIP planning sessions and provided additional input. The goals, strategies, and recommendations from SAC members and school staff were incorporated into the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC is involved in the budget process beginning in the winter when projections for the following year are received. The annual budget and staff allocations are reviewed by the School Advisory Council in the Spring and members provide input.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The expenditure of \$1,995.00 for the purchase of Wylie's Warm Ups to support math instruction in grades three, four, and five.

The expenditure of \$700 for the purchase of Lively Letters to support literacy instruction in Kindergarten and grade one.

Additional allocations will be included in this year's School Improvement Plan.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|-----------------------|---------------------|
| Butts, Karen | Teacher, K-12 |
| Cardozo, Elizabeth | Principal |
| Sutton, Josie | Teacher, K-12 |
| Acosta, Clara | Teacher, K-12 |
| Rane, Maureen | Teacher, K-12 |
| Sanchez, Lourdes | Teacher, K-12 |
| Weissleder, Mary Fran | Teacher, K-12 |
| Mau, Robin | Teacher, K-12 |
| Hansen, Deborah | Teacher, K-12 |
| Arcos, Melissa | Instructional Coach |
| Schuler, Jennifer | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team plays an integral role in fostering a rich literacy environment at New Horizons for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to our school, including literacy achievement, motivation, and building a community of readers, both at school and at home. This is a continuous process throughout the entire school year. The team will focus on the effective use of the K-5 Literacy Assessment, utilizing the Continuum of Literacy to guide instruction and the implementation of the District's Literacy Plan. There will be an additional focus on the implementation of the Florida Standards in all grade levels. The LLT will also promote Reading Counts, plan the annual Literacy Night, hold a book drive to build classroom libraries, and coordinate a Mystery Book Club each trimester to encourage interest in reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participate in scheduled weekly Learning Team Meetings where they meet and build positive working relationships. Research-based protocols are utilized to focus the meetings on students' academic needs and assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Both general education and ESE staff are encouraged to participate in collaborative planning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal, assistant principal, and members of the leadership team share in recruiting and retaining highly qualified, certified-in-field, effective teachers. Administrators collaborate with District staff, Area ESE, and District Multicultural staff to recruit highly qualified teachers. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Regular meetings of new teachers with principal and assistant principal occur during the school year. New teachers are partnered with veteran and National Board Certified teachers for mentoring. New teachers are also offered training to enhance their teaching skills. Mentor teachers are available to provide demonstrations of best practices in instruction.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers are partnered with veteran and National Board Certified teachers at their grade level or area of instruction. The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will observe the mentee and time is given for feedback, coaching, and planning. New teachers are offered training to enhance their teaching skills. Mentor teachers are available to provide demonstrations of best practices in instruction. Administration is available as needed for further support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers meet in Learning Team/Grade Level Planning Meetings and are provided opportunities to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards and support rigor. Math and science teachers unpack the Florida standards and utilize Blender to plan lessons that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The master schedule is reviewed yearly to ensure that instructional time is maximized and that every class has an uninterrupted 90 minute reading block. Instruction is aligned to the Florida Standards and assessments are closely aligned to the standards and measure instructed standards. Reading teachers are provided with resources to support instruction including classroom libraries, texts to support literacy units of study, and leveled books for small group instruction. Teachers meet weekly to make decisions about literacy instruction based on student data and monitor class and grade level progress. A balanced literacy approach is utilized that includes whole group, small group, and one-on-one differentiated instruction to ensure that all learners' needs are being met. Students read independently daily from self-selected texts based on their reading level. Small group instruction is also conducted in writing, math, and science as needed. Universal Design for Learning is implemented across all instructional and non-instructional school contexts. Teachers conduct data chats with all students and administration conducts data chats with teachers.

If a student is not making progress, he/she is referred to the School Based Team. At School Based Team, administration, school counselor, school psychologist, ESE staff, and teachers review data and the needs of the student to determine and implement a research based intervention and progress monitoring tools to support struggling learners. iii instruction is implemented daily for all struggling readers and Supplemental Academic Instruction (SAI) is offered throughout the school day. ESE teachers provide support facilitation services to ESE students during reading and math. Leveled Literacy Intervention (LLI) is provided to struggling readers. Selected students are also offered after school tutorial in reading and math.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,000

New Horizons has chosen to offer after school enrichment and remediation activities in order to increase the number of students performing at or above grade level. Enrichment activities include: SECME Club, Chess Club, Art Club, Music Club and Green Club. Remediation is offered through after school tutorial. Both enrichment and remediation are offered daily for one hour after school.

Strategy Rationale

Enrichment and remediation of NHES students will provide support and rigor to all learners wherever they are on the learning continuum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Simmel, Mickey, mickey.simmel@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed by the remediation teachers through pre and post tests and student portfolios. Enrichment activities are monitored through the completion of projects and experiments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

A kindergarten round-up is held in the spring of each year at New Horizons. The program outlines the kindergarten curriculum, state, district, and school academic expectations as well as information about the Dual Language Program. Parents are also provided information regarding kindergarten readiness skills. In addition, reading lists are provided to parents. Parents and incoming students tour the campus and visit kindergarten classrooms.

New Horizons will continue a staggered start for all incoming Kindergarten students. This enables the teacher to have a small group of students for one day of induction and familiarity. The kindergarten teachers are able to conduct academic, social, and behavior observations. In addition, we will collaborate with area preschools and VPK sites to improve the transition to school for our incoming students.

Assessments are administered during the first weeks of school to determine student readiness rates including state and district assessments, FLKRS, Fountas & Pinnell, and LAS LINKS. The data is then disaggregated and at-risk and low performing students are identified for additional support. Staff members collaborate with middle schools to promote a smooth transition for our outgoing students.

College and Career Readiness

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

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers incorporate standards-based reading and math successful strategies into their practice, then student learning will increase.

- G2.** If teachers incorporate standards-based science successful strategies into their practice, then student learning will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers incorporate standards-based reading and math successful strategies into their practice, then student learning will increase. 1a

G069756

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 59.0 |
| Math Achievement District Assessment | 51.0 |

Resources Available to Support the Goal 2

- Running Records
- Scholastic Reading Inventory
- Performance Matters
- Blender
- District Trainings & support

Targeted Barriers to Achieving the Goal 3

- Teachers face the challenge of keeping pace with all reading & math initiatives with fidelity.
- Teachers face the challenge of incorporating differentiated instruction due to time constraints.

Plan to Monitor Progress Toward G1. 8

Teachers will conduct periodic needs assessments of the reading & math group results to gather data to drive instruction & learning gains during learning team meetings.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

I Station Assessment Data, Performance Matters Assessments, FSA Diagnostics & Assessments will be analyzed for learning gains.

G2. If teachers incorporate standards-based science successful strategies into their practice, then student learning will increase. 1a

G069757

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 62.0 |

Resources Available to Support the Goal 2

- Performance Matters
- Parent Science University Night
- Hands-On Science Laboratory Room
- Diagnostic Assessments
- District Monthly Trainings
- Teacher Sponsored Science Clubs

Targeted Barriers to Achieving the Goal 3

- Teachers face the challenge of providing students with hands-on Science experiences.

Plan to Monitor Progress Toward G2. 8

Diagnostic data, Completed Science projects per District stipulations, lesson plans, Science journals, and club attendance logs.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Completed Science projects per District stipulations, student achievement data on NGSSS diagnostics, Performance Matters assessments, lesson plans, LTM Minutes, Science laboratory and club attendance logs.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If teachers incorporate standards-based reading and math successful strategies into their practice, then student learning will increase. **1**

 G069756

G1.B1 Teachers face the challenge of keeping pace with all reading & math initiatives with fidelity. **2**

 B181473

G1.B1.S1 Teachers will participate in collaborative planning with fidelity for a minimum of 60 minutes per week within one year. **4**

 S193010

Strategy Rationale

Teachers will organize mini-lessons, learning scales, and utilize all district resources for strategic standard based implementation.

Action Step 1 **5**

Data chats with teachers to discuss individual students and class progress on assessments.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

LTM notes which document discussion of student data and strategies.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Students will be identified that are receiving additional intervention services (SAI, LLI, tutorial).

Person Responsible

Karen Butts

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Review progress of students receiving additional intervention services (SAI, LLI, IStation, tutorial).

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data chats with teachers to discuss individual students and class progress on assessments.

Person Responsible

Elizabeth Cardozo

Schedule

Every 2 Months, from 8/17/2015 to 6/6/2016

Evidence of Completion

Computer student achievement data from RRR, PM, SRI, IStation, and LLI.

G1.B1.S2 Teachers will focus on small group reading & math instruction with fidelity on a daily basis. 4

S193011

Strategy Rationale

Teachers will gain knowledge of students challenges/strengths and can provide differentiated instruction..

Action Step 1 5

Teachers will conduct periodic needs assessments of the reading & math initiatives to gather data to inform about curriculum, instruction and, assessment during learning team meetings.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Administrative formal and informal observations, Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

At learning team meetings, teachers' structured feedback on progress of reading & math initiative implementation and student achievement data review will be utilized to monitor implementation. Professional development cadre will monitor data.

Person Responsible

Elizabeth Cardozo

Schedule

On 6/6/2016

Evidence of Completion

Administrative formal and informal observations, Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Assessment of reading programs through monitoring teacher pacing and program use, and tracking students' progress through summative and formative testing.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Administrative formal and informal observations, Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs.

G1.B1.S3 Expanded professional development training to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor & incorporate Universal Design for learning for all students to achieve learning gains on all standard based assessments. 4

 S193012

Strategy Rationale

Training increases the knowledge base of the staff and the accuracy of the data driven instruction that is implemented.

Action Step 1 5

Professional development training will be provided to ensure the following: development training to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor & incorporate Universal Design for learning for all students to achieve learning gains on all standard based assessments.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, Instructors Professional Goal Plans, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Increased multidimensional PDD opportunities including modeling instructional procedures and demonstration lessons, practice of new instructional approaches and peer coaching to help teachers implement new approaches.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, Instructors Professional Goal Plans, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Collection and review of data through monitoring teacher pacing and program use, and tracking students' progress through summative and formative testing.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, Instructors Professional Goal Plans, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs.

G1.B1.S4 Fine Arts staff will infuse science & math curriculum into their instructional time. 4

 S193013

Strategy Rationale

Instructors will collaborate with Fine Arts Team members to focus on vocabulary in both content areas.

Action Step 1 5

Fine Arts grade chair will collaborate with K-5 grade chairs to incorporate content area focus on a monthly basis into Fine Arts lesson plans.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Grade Chair meeting agenda and Fine Arts teachers lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will monitor lesson plans and monthly focus implementation in grade chair meeting.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Administrative formal/informal observations, lesson plans, and grade chair meeting agendas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administration will monitor by observing lessons delivered by Fine Arts teachers, the student responses, and work products to support the content area.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Administrative formal/informal observations, teacher feedback, student responses during observations.

G1.B1.S5 Provide tutorial for the lowest 25% in Grade 3-5 in reading and math. 4

 S193014

Strategy Rationale

Students will be remediated in small groups in addition to the core curriculum in the classroom.

Action Step 1 5

Students identified in the lowest 25% in reading and math will use I Station for 90 minutes on a weekly basis & participate in weekly afterschool tutoring program for Grades 2-5.

Person Responsible

Deborah Cividanes

Schedule

Every 3 Weeks, from 8/17/2015 to 6/6/2016

Evidence of Completion

I station and tutoring assessment data will be collected weekly and discussed at Learning Team Meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Students identified in the lowest 25% in reading and math will use I Station for 90 minutes on a weekly basis & participate in weekly afterschool tutoring program for Grades 2-5.

Person Responsible

Mickey Simmel

Schedule

On 6/6/2016

Evidence of Completion

I Station assessment data, Learning Team Agenda/Minutes, Tutorial Attendance Logs, Lesson Plans, Data Chats & logs, & Running record results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Pre and Post Assessments will be analyzed for learning gains in Tutorials and I Station.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

I Station Assessment Data, Performance Matters Assessments, FSA Diagnostics & Assessments will be analyzed for learning gains.

G1.B1.S6 Students in Grades K & 1 will be instructed with Lively Letters, a Language Arts program. 4

S193015

Strategy Rationale

Students will be instructed in small groups in addition to the core curriculum in the classroom.

Action Step 1 5

Teachers will conduct periodic needs assessments of the reading group results to gather data to drive instruction & learning gains during learning team meetings.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Learning Team Agenda/Minutes, Lesson Plans, Data Chats & logs, & Running record results.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Teachers will conduct periodic needs assessments of the reading group results to gather data to drive instruction & learning gains during learning team meetings.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Learning Team Agenda/Minutes, Lesson Plans, Data Chats & logs, & Running record results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Teachers will conduct periodic needs assessments of the reading group results to gather data to drive instruction & learning gains during learning team meetings.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Learning Team Agenda/Minutes, Lesson Plans, Data Chats & logs, & Running record results.

G1.B2 Teachers face the challenge of incorporating differentiated instruction due to time constraints. 2

 B181474

G1.B2.S1 Utilize professional development to train teachers on individualized instruction as well as allowing them time to plan implementation. 4

 S193016

Strategy Rationale

If teachers incorporate standards based successful strategies into their practice, then student learning will increase.

Action Step 1 5

Professional development meetings that focus on modeling instructional procedures and demonstration lessons, and the comprehensive assessment of students' needs. Conduct data collection and review of students' progress in order to guide grouping decisions, identify students in need of intervention support, and determine instructional pace for specific groups. Marzano design questions 3 & 4 are written into plans to provide rigorous lessons in all content areas.

Person Responsible

Elizabeth Cardozo

Schedule

Weekly, from 8/17/2015 to 6/6/2016

Evidence of Completion

PDD and learning team meeting sign in sheets and agendas, lesson plans, and student achievement data from EDW reports, Performance Matters Data and FSA assessments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Increase PDD opportunities including modeling instructional procedures and demonstration lessons. Data collection of students' progress in order to glean information on the academic needs of students that will guide the grouping and instructional supports required.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

PDD and learning team sign in sheets and agendas, and student achievement data on EDW reports, Performance Matters data and FSA assessments, lesson plans and data chat logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher differentiated support student data (advanced, proficient, below proficiency), formative and summative test data (Performance Matters Benchmark Assessments, SRI test, FSA assessments), and student portfolios.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Teacher differentiated support student data (advanced, proficient, below proficiency), formative and summative test data, EDW reports, Performance Matters data and FSA assessments, lesson plans, and data chat logs.

G2. If teachers incorporate standards-based science successful strategies into their practice, then student learning will increase. 1

G069757

G2.B1 Teachers face the challenge of providing students with hands-on Science experiences. 2

B181475

G2.B1.S1 Science mini-lessons will be created during common planning utilizing science tools, hands-on experiments, and technology. 4

S193017

Strategy Rationale

Students will have differentiated instruction utilizing hands-on experiments technology, and multimedia with scaffolding and feedback from their instructors.

Action Step 1 5

Science mini-lessons created during common planning utilizing science tools, theory, and technology.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Performance Matters assessments and NGSSS Diagnostic results monitored and used to drive future instruction.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ongoing evaluation of the step by step Science project processes, to determine if activities are meeting stated goals and objectives, per District stipulations.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Completed Science projects per District stipulations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Collection of student achievement data to determine if students' are achieving learning gains.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Performance Matters assessments and NGSSS Diagnostic results monitored and used to drive future instruction.

G2.B1.S2 Teachers will utilize the Science hands-on laboratory room. 4

 S193018

Strategy Rationale

Students will have a hands on experience going through scientific investigations that were designed to meet grades 3-5 science content.

Action Step 1 5

Science hands-on laboratory room log will be monitored with fidelity.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Lesson Plans, classroom walk-throughs, science lab log, and LTM documentation.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Observation and log of students' participation in the laboratory.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Students' project logs and sign in sheets. Increased student achievement data on NGSSS diagnostics and Performance Matter assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Summative and formative assessments to evaluate students' work samples.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Student achievement data on NGSSS diagnostics and Performance Matters assessments.

G2.B1.S3 Teachers will incorporate Science enrichment activities to support daily Science instruction (Science days, field trips and hands-on Science experiments). 4

 S193019

Strategy Rationale

Students will be immersed in everyday science experiences to develop a deeper understanding of science in everyday life.

Action Step 1 5

Establish Science days and clubs.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Students' progress will indicate Science proficiency on summative assessments, including NGSSS Diagnostics and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

At learning team meetings, learning team members led by science teachers, will apply data feedback strategy to disaggregate students' achievement data and provide structured feedback on students' progress in order to determine program needs.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Students' progress to indicate Science proficiency on summative assessments, NGSSS Diagnostics and Performance Matters assessments. Additionally, lesson plans and structured teacher feedback.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Performance Matters data and Diagnostic data.

Person Responsible

Elizabeth Cardozo

Schedule

Every 6 Weeks, from 8/17/2015 to 6/6/2016

Evidence of Completion

Students' progress to indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and structured teacher feedback.

G2.B1.S4 Standards based reading comprehension homework will be sent home weekly to support the science curriculum. 4

 S193020

Strategy Rationale

Students will get weekly practice with vocabulary rich science content tied to standard-based rigorous comprehension questions.

Action Step 1 5

Administrators will monitor lesson plans & LTM meeting notes for standard based comprehension sent home on a weekly basis.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Students' progress will indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Administrators will monitor lesson plans & LTM meeting notes for standard based comprehension sent home on a weekly basis.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Students' progress will indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Administrators will monitor lesson plans & LTM meeting notes for standard based comprehension sent home on a weekly basis.

Person Responsible

Elizabeth Cardozo

Schedule

On 6/6/2016

Evidence of Completion

Students' progress will indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities.

G2.B1.S5 Science Teachers will open standards based science lab club that will enrich the students' understanding of rigorous content. 4

 S193021

Strategy Rationale

Student exposure to hands-on learning the science lab will increase their learning proficiency.

Action Step 1 5

Administrators will monitor club's standard based lesson plans & attendance logs.

Person Responsible

Elizabeth Cardozo

Schedule

Weekly, from 1/5/2016 to 6/6/2016

Evidence of Completion

Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Administrators will monitor club's standard based lesson plans & attendance logs.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Administrators will monitor club's standard based lesson plans & attendance logs.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|--|--------------------|-------------------------------|---|------------------------|
| G1.B1.S1.A1 | Data chats with teachers to discuss individual students and class progress on assessments. | Cardozo, Elizabeth | 8/17/2015 | LTM notes which document discussion of student data and strategies. | 6/6/2016 monthly |
| G1.B1.S2.A1 | Teachers will conduct periodic needs assessments of the reading & math initiatives to gather data to inform about curriculum, instruction and, assessment during learning team meetings. | Cardozo, Elizabeth | 8/17/2015 | Administrative formal and informal observations, Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs. | 6/6/2016 monthly |
| G1.B1.S3.A1 | Professional development training will be provided to ensure the following: development training to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor & incorporate Universal Design for learning for all students to achieve learning gains on all standard based assessments. | Cardozo, Elizabeth | 8/17/2015 | Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, Instructors Professional Goal Plans, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs. | 6/6/2016 monthly |
| G1.B1.S4.A1 | Fine Arts grade chair will collaborate with K-5 grade chairs to incorporate content area focus on a monthly basis into Fine Arts lesson plans. | Cardozo, Elizabeth | 8/17/2015 | Grade Chair meeting agenda and Fine Arts teachers lesson plans. | 6/6/2016 monthly |
| G1.B1.S5.A1 | Students identified in the lowest 25% in reading and math will use I Station for 90 minutes on a weekly basis & participate in weekly afterschool tutoring program for Grades 2-5. | Cividanes, Deborah | 8/17/2015 | I station and tutoring assessment data will be collected weekly and discussed at Learning Team Meetings. | 6/6/2016 every-3-weeks |
| G1.B1.S6.A1 | Teachers will conduct periodic needs assessments of the reading group results to gather data to drive instruction & learning gains during learning team meetings. | Cardozo, Elizabeth | 8/17/2015 | Learning Team Agenda/Minutes, Lesson Plans, Data Chats & logs, & Running record results. | 6/6/2016 monthly |
| G1.B2.S1.A1 | Professional development meetings that focus on modeling instructional procedures and demonstration | Cardozo, Elizabeth | 8/17/2015 | PDD and learning team meeting sign in sheets and agendas, lesson plans, and student achievement data from | 6/6/2016 weekly |

Palm Beach - 2051 - New Horizons Elementary School - 2015-16 SIP
New Horizons Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|--------------------|-------------------------------|--|-------------------------|
| | lessons, and the comprehensive assessment of students' needs. Conduct data collection and review of students' progress in order to guide grouping decisions, identify students in need of intervention support, and determine instructional pace for specific groups. Marzano design questions 3 & 4 are written into plans to provide rigorous lessons in all content areas. | | | EDW reports, Performance Matters Data and FSA assessments. | |
| G2.B1.S1.A1 | Science mini-lessons created during common planning utilizing science tools, theory, and technology. | Simmel, Mickey | 8/17/2015 | Performance Matters assessments and NGSSS Diagnostic results monitored and used to drive future instruction. | 6/6/2016 monthly |
| G2.B1.S2.A1 | Science hands-on laboratory room log will be monitored with fidelity. | Cardozo, Elizabeth | 8/17/2015 | Lesson Plans, classroom walk-throughs, science lab log, and LTM documentation. | 6/6/2016 monthly |
| G2.B1.S3.A1 | Establish Science days and clubs. | Cardozo, Elizabeth | 8/17/2015 | Students' progress will indicate Science proficiency on summative assessments, including NGSSS Diagnostics and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities. | 6/6/2016 monthly |
| G2.B1.S4.A1 | Administrators will monitor lesson plans & LTM meeting notes for standard based comprehension sent home on a weekly basis. | Cardozo, Elizabeth | 8/17/2015 | Students' progress will indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities. | 6/6/2016 monthly |
| G2.B1.S5.A1 | Administrators will monitor club's standard based lesson plans & attendance logs. | Cardozo, Elizabeth | 1/5/2016 | Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored. | 6/6/2016 weekly |
| G1.MA1 | Teachers will conduct periodic needs assessments of the reading & math group results to gather data to drive instruction & learning gains during learning team meetings. | Simmel, Mickey | 8/17/2015 | I Station Assessment Data, Performance Matters Assessments, FSA Diagnostics & Assessments will be analyzed for learning gains. | 6/6/2016 monthly |
| G1.B1.S1.MA1 | Data chats with teachers to discuss individual students and class progress on assessments. | Cardozo, Elizabeth | 8/17/2015 | Computer student achievement data from RRR, PM, SRI, IStation, and LLI. | 6/6/2016 every-2-months |
| G1.B1.S1.MA1 | Students will be identified that are receiving additional intervention services (SAI, LLI, tutorial). | Butts, Karen | 8/17/2015 | Review progress of students receiving additional intervention services (SAI, LLI, IStation, tutorial). | 6/6/2016 monthly |
| G1.B2.S1.MA1 | Teacher differentiated support student data (advanced, proficient,below proficiency), formative and summative test data (Performance Matters Benchmark Assessments, SRI test, FSA assessments), and student portfolios. | Simmel, Mickey | 8/17/2015 | Teacher differentiated support student data (advanced, proficient,below proficiency), formative and summative test data, EDW reports, Performance Matters data and FSA assessments, lesson plans, and data chat logs. | 6/6/2016 monthly |
| G1.B2.S1.MA1 | Increase PDD opportunities including modeling instructional procedures and demonstration lessons. Data collection of students' progress in order to glean information on the academic needs of students that will guide the grouping and instructional supports required. | Cardozo, Elizabeth | 8/17/2015 | PDD and learning team sign in sheets and agendas, and student achievement data on EDW reports, Performance Matters data and FSA assessments,lesson plans and data chat logs | 6/6/2016 monthly |
| G1.B1.S2.MA1 | Assessment of reading programs through monitoring teacher pacing and | Cardozo, Elizabeth | 8/17/2015 | Administrative formal and informal observations, Professional | 6/6/2016 monthly |

Palm Beach - 2051 - New Horizons Elementary School - 2015-16 SIP
New Horizons Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|--------------------|-------------------------------|---|-------------------|
| | program use, and tracking students' progress through summative and formative testing. | | | Development Day (PDD) and learning team meeting sign in sheets and agendas, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs. | |
| G1.B1.S2.MA1 | At learning team meetings, teachers' structured feedback on progress of reading & math initiative implementation and student achievement data review will be utilized to monitor implementation. Professional development cadre will monitor data. | Cardozo, Elizabeth | 8/17/2015 | Administrative formal and informal observations, Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs. | 6/6/2016 one-time |
| G1.B1.S3.MA1 | Collection and review of data through monitoring teacher pacing and program use, and tracking students' progress through summative and formative testing. | Cardozo, Elizabeth | 8/17/2015 | Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, Instructors Professional Goal Plans, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs. | 6/6/2016 monthly |
| G1.B1.S3.MA1 | Increased multidimensional PDD opportunities including modeling instructional procedures and demonstration lessons, practice of new instructional approaches and peer coaching to help teachers implement new approaches. | Cardozo, Elizabeth | 8/17/2015 | Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, Instructors Professional Goal Plans, lesson plans, formative and summative test data, Performance Matters data, FSA assessments, and data chat logs. | 6/6/2016 monthly |
| G1.B1.S4.MA1 | Administration will monitor by observing lessons delivered by Fine Arts teachers, the student responses, and work products to support the content area. | Cardozo, Elizabeth | 8/17/2015 | Administrative formal/informal observations, teacher feedback, student responses during observations. | 6/6/2016 monthly |
| G1.B1.S4.MA1 | Administration will monitor lesson plans and monthly focus implementation in grade chair meeting. | Cardozo, Elizabeth | 8/17/2015 | Administrative formal/informal observations, lesson plans, and grade chair meeting agendas. | 6/6/2016 monthly |
| G1.B1.S5.MA1 | Pre and Post Assessments will be analyzed for learning gains in Tutorials and I Station. | Simmel, Mickey | 8/17/2015 | I Station Assessment Data, Performance Matters Assessments, FSA Diagnostics & Assessments will be analyzed for learning gains. | 6/6/2016 monthly |
| G1.B1.S5.MA1 | Students identified in the lowest 25% in reading and math will use I Station for 90 minutes on a weekly basis & participate in weekly afterschool tutoring program for Grades 2-5. | Simmel, Mickey | 8/17/2015 | I Station assessment data, Learning Team Agenda/Minutes, Tutorial Attendance Logs, Lesson Plans, Data Chats & logs, & Running record results. | 6/6/2016 one-time |
| G1.B1.S6.MA1 | Teachers will conduct periodic needs assessments of the reading group results to gather data to drive instruction & learning gains during learning team meetings. | Cardozo, Elizabeth | 8/17/2015 | Learning Team Agenda/Minutes, Lesson Plans, Data Chats & logs, & Running record results. | 6/6/2016 monthly |
| G1.B1.S6.MA1 | Teachers will conduct periodic needs assessments of the reading group results to gather data to drive instruction & learning gains during learning team meetings. | Cardozo, Elizabeth | 8/17/2015 | Learning Team Agenda/Minutes, Lesson Plans, Data Chats & logs, & Running record results. | 6/6/2016 monthly |
| G2.MA1 | Diagnostic data, Completed Science projects per District stipulations, lesson plans, Science journals, and club attendance logs. | Simmel, Mickey | 8/17/2015 | Completed Science projects per District stipulations, student achievement data on NGSSS diagnostics, Performance Matters assessments, lesson plans, LTM Minutes, Science laboratory and club attendance logs. | 6/6/2016 monthly |

Palm Beach - 2051 - New Horizons Elementary School - 2015-16 SIP
New Horizons Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|--------------------|-------------------------------|---|------------------------|
| G2.B1.S1.MA1 | Collection of student achievement data to determine if students' are achieving learning gains. | Simmel, Mickey | 8/17/2015 | Performance Matters assessments and NGSSS Diagnostic results monitored and used to drive future instruction. | 6/6/2016 monthly |
| G2.B1.S1.MA1 | Ongoing evaluation of the step by step Science project processes, to determine if activities are meeting stated goals and objectives, per District stipulations. | Simmel, Mickey | 8/17/2015 | Completed Science projects per District stipulations. | 6/6/2016 monthly |
| G2.B1.S2.MA1 | Summative and formative assessments to evaluate students' work samples. | Cardozo, Elizabeth | 8/17/2015 | Student achievement data on NGSSS diagnostics and Performance Matters assessments. | 6/6/2016 monthly |
| G2.B1.S2.MA1 | Observation and log of students' participation in the laboratory. | Simmel, Mickey | 8/17/2015 | Students' project logs and sign in sheets. Increased student achievement data on NGSSS diagnostics and Performance Matter assessments. | 6/6/2016 monthly |
| G2.B1.S3.MA1 | Performance Matters data and Diagnostic data. | Cardozo, Elizabeth | 8/17/2015 | Students' progress to indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and structured teacher feedback. | 6/6/2016 every-6-weeks |
| G2.B1.S3.MA1 | At learning team meetings, learning team members led by science teachers, will apply data feedback strategy to disaggregate students' achievement data and provide structured feedback on students' progress in order to determine program needs. | Cardozo, Elizabeth | 8/17/2015 | Students' progress to indicate Science proficiency on summative assessments, NGSSS Diagnostics and Performance Matters assessments. Additionally, lesson plans and structured teacher feedback. | 6/6/2016 monthly |
| G2.B1.S4.MA1 | Administrators will monitor lesson plans & LTM meeting notes for standard based comprehension sent home on a weekly basis. | Cardozo, Elizabeth | 8/17/2015 | Students' progress will indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities. | 6/6/2016 one-time |
| G2.B1.S4.MA1 | Administrators will monitor lesson plans & LTM meeting notes for standard based comprehension sent home on a weekly basis. | Cardozo, Elizabeth | 8/17/2015 | Students' progress will indicate Science proficiency on summative assessments, NGSSS Diagnostics, and Performance Matters assessments. Additionally, lesson plans and attendance logs for Science activities. | 6/6/2016 monthly |
| G2.B1.S5.MA1 | Administrators will monitor club's standard based lesson plans & attendance logs. | Cardozo, Elizabeth | 8/17/2015 | Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored. | 6/6/2016 monthly |
| G2.B1.S5.MA1 | Administrators will monitor club's standard based lesson plans & attendance logs. | Cardozo, Elizabeth | 8/17/2015 | Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored. | 6/6/2016 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers incorporate standards-based reading and math successful strategies into their practice, then student learning will increase.

G1.B1 Teachers face the challenge of keeping pace with all reading & math initiatives with fidelity.

G1.B1.S1 Teachers will participate in collaborative planning with fidelity for a minimum of 60 minutes per week within one year.

PD Opportunity 1

Data chats with teachers to discuss individual students and class progress on assessments.

Facilitator

Deborah Hansen

Participants

New Horizons Instructional Staff will receive training in Marzano DQ 3 & 4.

Schedule

Monthly, from 8/17/2015 to 6/6/2016

G1.B1.S2 Teachers will focus on small group reading & math instruction with fidelity on a daily basis.

PD Opportunity 1

Teachers will conduct periodic needs assessments of the reading & math initiatives to gather data to inform about curriculum, instruction and, assessment during learning team meetings.

Facilitator

Grade Chairs

Participants

Teachers

Schedule

Monthly, from 8/17/2015 to 6/6/2016

G1.B1.S3 Expanded professional development training to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor & incorporate Universal Design for learning for all students to achieve learning gains on all standard based assessments.

PD Opportunity 1

Professional development training will be provided to ensure the following: development training to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor & incorporate Universal Design for learning for all students to achieve learning gains on all standard based assessments.

Facilitator

Professional Development Cadre

Participants

Teachers

Schedule

Monthly, from 8/17/2015 to 6/6/2016

G1.B2 Teachers face the challenge of incorporating differentiated instruction due to time constraints.

G1.B2.S1 Utilize professional development to train teachers on individualized instruction as well as allowing them time to plan implementation.

PD Opportunity 1

Professional development meetings that focus on modeling instructional procedures and demonstration lessons, and the comprehensive assessment of students' needs. Conduct data collection and review of students' progress in order to guide grouping decisions, identify students in need of intervention support, and determine instructional pace for specific groups. Marzano design questions 3 & 4 are written into plans to provide rigorous lessons in all content areas.

Facilitator

Professional Development Cadre

Participants

Teachers

Schedule

Weekly, from 8/17/2015 to 6/6/2016

G2. If teachers incorporate standards-based science successful strategies into their practice, then student learning will increase.

G2.B1 Teachers face the challenge of providing students with hands-on Science experiences.

G2.B1.S2 Teachers will utilize the Science hands-on laboratory room.

PD Opportunity 1

Science hands-on laboratory room log will be monitored with fidelity.

Facilitator

Professional Development Cadre

Participants

Science Teachers

Schedule

Monthly, from 8/17/2015 to 6/6/2016

Budget

Budget Data

| | | | |
|---|-------------|--|------------|
| 1 | G1.B1.S1.A1 | Data chats with teachers to discuss individual students and class progress on assessments. | \$0.00 |
| 2 | G1.B1.S2.A1 | Teachers will conduct periodic needs assessments of the reading & math initiatives to gather data to inform about curriculum, instruction and, assessment during learning team meetings. | \$0.00 |
| 3 | G1.B1.S3.A1 | Professional development training will be provided to ensure the following: development training to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor & incorporate Universal Design for learning for all students to achieve learning gains on all standard based assessments. | \$0.00 |
| 4 | G1.B1.S4.A1 | Fine Arts grade chair will collaborate with K-5 grade chairs to incorporate content area focus on a monthly basis into Fine Arts lesson plans. | \$0.00 |
| 5 | G1.B1.S5.A1 | Students identified in the lowest 25% in reading and math will use I Station for 90 minutes on a weekly basis & participate in weekly afterschool tutoring program for Grades 2-5. | \$1,960.00 |

| Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
|----------|-----------------------|---------------------------------------|--------------------------|-----|------------|
| 1141 | 690-Computer Software | 2051 - New Horizons Elementary School | School Improvement Funds | | \$1,960.00 |

Notes: Istation program (Math Program) will be

| Budget Data | | | | | | |
|-------------|-------------|---|--|--------------------------|---------------|-------------------|
| 6 | G1.B1.S6.A1 | Teachers will conduct periodic needs assessments of the reading group results to gather data to drive instruction & learning gains during learning team meetings. | | | | \$800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | 500-Materials and Supplies | 2051 - New Horizons Elementary School | School Improvement Funds | | \$800.00 |
| | | | <i>Notes: Purchase Lively Letters Program for Grades K-1</i> | | | |
| 7 | G1.B2.S1.A1 | Professional development meetings that focus on modeling instructional procedures and demonstration lessons, and the comprehensive assessment of students' needs. Conduct data collection and review of students' progress in order to guide grouping decisions, identify students in need of intervention support, and determine instructional pace for specific groups. Marzano design questions 3 & 4 are written into plans to provide rigorous lessons in all content areas. | | | | \$0.00 |
| 8 | G2.B1.S1.A1 | Science mini-lessons created during common planning utilizing science tools, theory, and technology. | | | | \$0.00 |
| 9 | G2.B1.S2.A1 | Science hands-on laboratory room log will be monitored with fidelity. | | | | \$0.00 |
| 10 | G2.B1.S3.A1 | Establish Science days and clubs. | | | | \$800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | 1141 | 100-Salaries | 2051 - New Horizons Elementary School | School Improvement Funds | | \$800.00 |
| | | | <i>Notes: Stipend to Science Club Teacher Sponsor(s).</i> | | | |
| 11 | G2.B1.S4.A1 | Administrators will monitor lesson plans & LTM meeting notes for standard based comprehension sent home on a weekly basis. | | | | \$0.00 |
| 12 | G2.B1.S5.A1 | Administrators will monitor club's standard based lesson plans & attendance logs. | | | | \$0.00 |
| | | | | | Total: | \$3,560.00 |