

The School District of Palm Beach County

New Horizons Elementary School



2016-17 Schoolwide Improvement Plan

New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

<https://nhes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-7	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for New Horizons Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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)(ii), 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

The school follows the District pacing and guidelines for delivering curriculum.

A Single School Culture for Academics is promoted through participation in weekly Collaborative Instructional Planning/Professional Learning Communities 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. Teachers participate in data chats with students as well as administrators to analyze data and establish goals for student growth. Students learn to articulate learning goals and scales, evaluate their learning progress, and establish goals.

Relationship building is a clear priority at New Horizons. 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; Teachers of Tomorrow Club also offers the opportunity for students to build relationships with teachers. Our Ambassadors Club welcomes new students. Professional development is provided for teachers in establishing and maintaining effective relationships with students as well as exploring the difference between interventions and consequences.

We instill an appreciation for multicultural diversity through embedding cultural activities within the curriculum and 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. Teachers participate in Professional Development offered by the District Multicultural Department.

b. 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 for Behavior 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 in place 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 Professional Learning Communities. 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.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

c. 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, Silver Spoon, and Blue Ribbon Awards; A Celebrate Citizenship Assembly recognizing students for participation in various service clubs.

d. 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. Students and families are also matched with agencies who have Cooperative Agreements with the District for additional services when appropriate.

3. Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, One or more suspensions, whether in school or out of school, Course failure in English Language Arts or mathematics, A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	7	9	15	7	8	0	0	0	0	0	0	0	62
One or more suspensions	0	1	1	2	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	35	25	31	59	25	20	0	0	0	0	0	0	0	195
Level 1 on statewide assessment	0	0	0	40	25	20	0	0	0	0	0	0	0	85

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	11	4	5	35	19	13	0	0	0	0	0	0	0	87

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

The administrators, school counselor, and teachers monitor the attendance of all students and conference with parents of students who have a high number of absences and tardies. Attendance data has been shared with stakeholders with emphasis on improving attendance of all students. Attendance contracts are signed by the parents and students with attendance problems. Data chats are held between administrators and teachers to review evidence, discuss the academic performance of all students, and target interventions for students who are performing below grade level. Teachers conference with students and parents to share strategies for improvement. Reading and math tutorial is offered after school. Students with attendance, behavioral, or academic problems are referred to School Based Team for support with implementing research based interventions.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

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

A Spanish PTA parent liaison has been 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 Universities and other training workshops, focusing on academic and social topics. Provide learning opportunities and resources to families of Students with Disabilities as a result of needs assessments. 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.

2. 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 receives a grant from the Village of Wellington to offer additional opportunities to select students. The school participates in Winter Equestrian Events. All

money raised is used to enhance the education of all students. The school has also recently entered into a partnership with the Norton Museum to enhance students' learning.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Cardozo, Elizabeth	Principal
Simmel, Mickey	Assistant Principal
Gacharna, Allyson	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
Mau, Robin	Teacher, K-12
Knoblauch, Julie	Teacher, K-12
Regalado Borges, Diana	School Counselor

b. Duties

1. 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 members of the team serve as instructional leaders and practice shared decision making. The team meets monthly as a Professional Learning Community and to review progress toward 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.

2. 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 Collaborative Instructional Planning/Professional Learning Communities 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, the 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jean Robbins, Chairperson	Teacher
Betsy Cardozo, Principal	Principal
Robert Aristizabal	Parent
Eliseo Hernandez	Business/Community
Nelly Rigual-Estima	Education Support Employee
Aimee Perez	Student
Krista Springer Basore	Parent
Kirstin Voitus	Teacher
Inkeri Martin	Parent
Dana Perez	Parent
Theo Saint-Vilus	Parent

b. Duties

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

a. 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.

b. Development of this school improvement plan

The SAC met in August and 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.

c. 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. As changes are made during the school year, the SAC is updated and input is solicited.

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

The expenditure of \$1,960.00 for the purchase of Istation Math license to support math instruction in grades two through five.

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

The expenditure of \$2,500 to purchase reading books for classrooms.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Butts, Karen	Teacher, K-12
Cardozo, Elizabeth	Principal
Acosta, Clara	Teacher, K-12
Rane, Maureen	Teacher, K-12
Schuler, Jennifer	Teacher, K-12
Lewis, Aneice	Teacher, K-12
Garcia, Barbara	Teacher, K-12
Arcos, Melissa	Teacher, K-12
Robbins, Jean	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 and writers, both at school and at home. The team uses data to establish goals, creates an action plan, and meets monthly. 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 90 minute reading block. There will be an additional focus on the implementation of the Florida Standards in all grade levels.

The LLT will also promote i-Ready, Reading Counts, Summer Reading, Literacy events, hold a book drive to build classroom libraries, and coordinate a Mystery Book Club each trimester to encourage interest in reading.

D. Public and Collaborative Teaching

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

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

Teachers participate in scheduled weekly Collaborative Instructional Planning/Professional Learning Communities 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 teachers participate in collaborative planning.

2. 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 the Department of Recruitment and Retention, Regional 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers meet in weekly Collaborative Instructional Planning/Professional Development Communities and are provided opportunities to unpack the Florida Standards, develop learning goals and scales, and 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. Teachers participate in grade level District Math Cadres and Science Leadership Academies to ensure that instructional programs and materials are aligned to the Florida Standards.

b. Instructional Strategies

1. 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 based on the students' IEP needs. Specially designed instruction is provided according to students' IEP needs. ELL staff provide push-in/pull-out services for ELL students. Leveled Literacy Intervention (LLI) is provided to struggling readers. Selected students are also offered after school tutorial in reading and math.

2. 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: 12,000

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: Academic Games, SECME Club, Chess Club, Art Club, Music Club, Flamenco Dance, and Coding Club. Remediation is offered through after school tutorial. Both enrichment and remediation are offered daily for one hour after school. STEAM is offered as a part of the New Horizons Afterschool Program.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 across grade levels, content areas, and with middle schools to promote a smooth transition for our outgoing students.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

NA

B. 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.

NA

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade and beyond.
- G2.** If we deliver effective and relevant instruction in math and science to meet the needs of all students, then student learning will increase.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade and beyond. 1a

G083652

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers face the challenge of keeping pace with reading initiatives while effectively differentiating and personalizing instruction.
- Parents face the challenge of effectively helping their children with academic tasks because they are unfamiliar with the new teaching techniques, standards, requirements, and available resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Running Records
- Performance Matters
- Blender
- District Trainings and Support
- i Ready, iStation in espanol, Imagine Learning
- Classroom Technology, Computer Labs, Laptop Carts

Plan to Monitor Progress Toward G1. 8

Teachers will monitor iReady usage and growth reports and classroom assessments to gather data and drive their reading instruction.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady diagnostic tests, iReady growth and usage reports, Reading Running Record growth analysis, Performance Matters Assessments, FSA Diagnostics & Assessments

G2. If we deliver effective and relevant instruction in math and science to meet the needs of all students, then student learning will increase. 1a

G083653

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers face the challenge of providing students with hands-on math and science instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Performance Matters
- Hands-On Materials (Science Lab, Math Manipulatives)
- Professional Learning Communities
- District Trainings and Support
- Science Clubs
- Classroom Technology, Computer Labs, Laptop Carts
- iReady math resources
- Blender

Plan to Monitor Progress Toward G2. 8

Administrators will monitor diagnostic data, completed science fair projects per district stipulations, lesson plans, science journals, and coding club attendance logs.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Completed Science projects per District stipulations, student achievement data on NGSSS diagnostics, Performance Matters assessments, lesson plans, PLC Minutes, Science laboratory and coding 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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade and beyond. **1**

 **G083652**

G1.B1 Teachers face the challenge of keeping pace with reading initiatives while effectively differentiating and personalizing instruction. **2**

 **B222028**

G1.B1.S1 Teachers will participate in collaborative instructional planning for 90 minutes per week. **4**

 **S234282**

Strategy Rationale

These collaborative sessions will allow teachers to create relevant and effective lessons that address the specific needs of their students.

Action Step 1 **5**

Administrators will conduct data chats with teachers to discuss individual students and class progress on iReady, diagnostic, and classroom assessments.

Person Responsible

Elizabeth Cardozo

Schedule

Every 6 Weeks, from 8/31/2016 to 5/31/2017

Evidence of Completion

Data chat logs, PLC notes which document discussion of student data and strategies.

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

PLC agendas will reflect that teachers are collaborating and planning standards-based instruction which is personalized and engaging.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PLC agendas, lesson plans

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

Administrators will observe PLCs to ensure that collaborative planning is data-driven and addresses the needs of the student groups.

Person Responsible

Elizabeth Cardozo

Schedule

Quarterly, from 8/31/2016 to 6/2/2017

Evidence of Completion

PLC agendas/notes, lesson plans, student achievement data from RRR, PM, iReady, Imagine Learning, and LLI.

G1.B1.S2 Teachers will focus on small-group reading instruction on a daily basis. 4

 S234283

Strategy Rationale

Teachers will be better able to personalize and differentiate instruction because they will work with students in smaller groups.

Action Step 1 5

Teachers will use the data derived from their collaborative instructional planning to form classroom instructional groups and determine their focus.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

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

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

PLC agendas will reflect that feedback and collaboration on best practices for small-group reading instruction is a focus.

Person Responsible

Elizabeth Cardozo

Schedule

Every 2 Months, from 8/29/2016 to 6/2/2017

Evidence of Completion

PLC Agendas, Informal and Formal Observations, Lesson Plans

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

Lesson plans will reflect how the rotational model is being used in daily reading instruction.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administrative formal and informal observations, lesson plans, iReady usage reports.

G1.B1.S3 Professional development will be expanded to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor, the Pillars of Effective Instruction, iReady, and Universal Design for Learning, while also allowing teachers the opportunity to train on effective small-group instructional practices. 4

 S234284

Strategy Rationale

Training helps teachers feel more knowledgeable and confident in creating rigorous and relevant lessons while effectively conducting small-group instruction.

Action Step 1 5

Professional Development Days will focus on training in Marzano's 13 Essential Instructional Strategies to Achieve Rigor, iReady implementation and analysis, small-group instructional strategies, and assistance in designing lessons using the Pillars of Effective Instruction and Universal Design for Learning.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 9/15/2016 to 2/2/2017

Evidence of Completion

Professional Development Day (PDD) agendas, Instructors Professional Growth Plans, lesson plans, formative and summative test data, iReady assessment and usage data, Performance Matters data, and FSA assessments.

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

PDD Agendas will reflect an emphasis on Marzano's 13 Essential Instructional Strategies to Achieve Rigor, the Pillars of Effective Instruction, iReady, and Universal Design for Learning.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 9/15/2016 to 2/2/2017

Evidence of Completion

Professional Development Day (PDD) and PLC agendas, Instructors Professional Growth Plans, lesson plans.

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

Increased multidimensional PDD opportunities will include modeling of instructional procedures and demonstration of lessons as well as hands-on use of technology, practice of new instructional approaches and peer coaching to help teachers implement new approaches.

Person Responsible

Elizabeth Cardozo

Schedule

Quarterly, from 9/15/2016 to 2/2/2017

Evidence of Completion

Lesson plans, formal and informal observations, professional growth plans

G1.B1.S4 Students in Grades K and 1 will be instructed with Lively Letters, a phonetic Language Arts Program. 4

 S234285

Strategy Rationale

These materials are designed to supplement the rigorous curriculum with skills-based phonics activities taught in small groups.

Action Step 1 5

Kindergarten and first grade teachers will use Lively Letters to supplement their reading instruction and build a strong phonetic foundation for students.

Person Responsible

Elizabeth Cardozo

Schedule

Every 2 Months, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, iReady growth monitoring and RRR data, informal and formal observations

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

Teachers will conduct periodic needs assessments of the reading group to determine students' phonetic foundation/progress.

Person Responsible

Elizabeth Cardozo

Schedule

Every 2 Months, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher created assessments, iReady usage and growth monitoring information, RRR data, PM assessments

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

Teachers will use iReady and RRR data to group students for reading instruction.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Data Chats & logs, & Running record results, iReady diagnostic and growth monitoring data.

G1.B2 Parents face the challenge of effectively helping their children with academic tasks because they are unfamiliar with the new teaching techniques, standards, requirements, and available resources. 2

 B222029

G1.B2.S1 The school will provide quarterly training to parents on how they can effectively assist with their children's academic success at school. 4

 S234286

Strategy Rationale

These interactive sessions will give parents a chance to access the resources available to students and ask questions about ways to supplement the reading program at home.

Action Step 1 5

The school will provide training to parents on how to help their children with reading at home and how to access available educational resources.

Person Responsible

Jean Robbins

Schedule

Quarterly, from 9/15/2016 to 5/26/2017

Evidence of Completion

Training Sign-In Sheets, Pre/Post Assessments

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

Parent trainings, both day and evening, will be provided by the school.

Person Responsible

Elizabeth Cardozo

Schedule

Quarterly, from 9/15/2016 to 5/26/2017

Evidence of Completion

Parent University agendas, Raising Readers, Writers and Thinkers agendas, Edline

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

Edline will be utilized as a communications tool between the parents and the school and will make available resources easy for parents to access.

Person Responsible

Jean Robbins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Edline website, Number of Activated Parent Edline Accounts

G1.B2.S2 The school will expand access to the computers by opening the labs before and after school.

4

 S234287

Strategy Rationale

By expanding access to resources, students who need additional help will be able to receive personalized iReady instruction.

Action Step 1 5

Students who are not meeting their iReady usage goals will be invited to come to school early and work in the computer labs.

Person Responsible

Karen Butts

Schedule

On 6/2/2017

Evidence of Completion

Morning Lab Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

iReady usage data will be monitored to identify students who require extra computer time.

Person Responsible

Jean Robbins

Schedule

Biweekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

iReady usage report, Attendance sheets, Diagnostic testing data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

iReady usage and growth will be monitored once students begin using the computer labs in the morning.

Person Responsible

Jean Robbins

Schedule

Biweekly, from 10/10/2016 to 6/2/2017

Evidence of Completion

iReady growth and usage reports, Computer lab attendance sheets

G1.B2.S3 The school will provide extra tutorial services in reading for the lowest 25% of students. 4

 S234288

Strategy Rationale

Students will receive supplemental, remedial instruction in small groups to assist in their learning.

Action Step 1 5

Students identified in the lowest 25% in reading will participate in a weekly after-school tutoring program to address their specific deficiencies.

Person Responsible

Karen Butts

Schedule

On 5/31/2017

Evidence of Completion

Tutorial Attendance Logs

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Students identified as the lowest 25% in reading will receive additional support from instructional staff.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 10/1/2016 to 5/25/2017

Evidence of Completion

Tutoring Attendance Logs, iReady usage and Growth Reports, FSA Diagnostic Assessment,

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Attendance in the after-school tutorial program will be monitored and parents contacted to assist with making sure students attend their weekly sessions.

Person Responsible

Diana Regalado Borges

Schedule

Biweekly, from 10/10/2016 to 5/19/2017

Evidence of Completion

Tutorial Attendance Log

G2. If we deliver effective and relevant instruction in math and science to meet the needs of all students, then student learning will increase. **1**

 G083653

G2.B1 Teachers face the challenge of providing students with hands-on math and science instruction. **2**

 B222030

G2.B1.S1 Teachers will create science lessons utilizing hands-on experiments, science tools, and technology during their weekly collaborative instructional planning. **4**

 S234289

Strategy Rationale

Students will be inspired by relevant and rigorous hands-on instruction with 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**

Lesson plans will include science mini-lessons that incorporate the use of science tools, technology, and hands-on experiments.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Science Lab logs, science fair projects (per district stipulations)

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

Science and math data will demonstrate that students are making learning gains.

Person Responsible

Mickey Simmel

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady, 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 weekly. 4

 S234290

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

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

Administrators will monitor students' participation in the science laboratory.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Students' project logs and sign in sheets, lesson plans, informal walkthroughs

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

Teachers will utilize summative and formative assessments to evaluate students' science work samples.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 9/30/2016 to 5/30/2017

Evidence of Completion

Student achievement data on NGSSS diagnostics and Performance Matters assessments, Science Fair projects, science lab journals

G2.B1.S3 The school will offer a standards-based afterschool coding club that will enrich the students' understanding of rigorous content in science, math, and technology. 4

S234291

Strategy Rationale

Student exposure to hands-on technology will increase their learning proficiency in the areas of science and math.

Action Step 1 5

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

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Student work samples and attendance logs will be monitored.

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

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

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Attendance logs, student work samples, lesson plans

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

The club sponsor will utilize summative and formative assessments to evaluate students' understanding of rigorous content in science, math, and technology.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

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

G2.B1.S4 The school will provide extra tutoring services in math for the lowest 25% of students. 4

 S234292

Strategy Rationale

Students will receive supplemental, remedial instruction in small groups to assist in their learning.

Action Step 1 5

Students identified in the lowest 25% in math will participate in a weekly after-school tutoring program to address their specific deficiencies.

Person Responsible

Mickey Simmel

Schedule

Weekly, from 10/3/2016 to 5/19/2017

Evidence of Completion

Tutorial Attendance Logs

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

Students identified in the lowest 25% in math will participate in a weekly after-school tutoring program to address their specific deficiencies.

Person Responsible

Mickey Simmel

Schedule

Monthly, from 10/17/2016 to 3/17/2017

Evidence of Completion

Attendance logs, iReady math diagnostic data, pre and post tests, 2016-17 FSA results

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

Attendance in the after-school tutorial program will be monitored and parents contacted to assist with making sure students attend their weekly sessions.

Person Responsible

Diana Regalado Borges

Schedule

Biweekly, from 10/3/2016 to 3/17/2017

Evidence of Completion

Tutorial Attendance Log




IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A1 A301259	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
G1.B1.S3.MA1 M305801	Increased multidimensional PDD opportunities will include modeling of instructional procedures and...	Cardozo, Elizabeth	9/15/2016	Lesson plans, formal and informal observations, professional growth plans	2/2/2017 quarterly
G1.B1.S3.MA1 M305802	PDD Agendas will reflect an emphasis on Marzano's 13 Essential Instructional Strategies to Achieve...	Cardozo, Elizabeth	9/15/2016	Professional Development Day (PDD) and PLC agendas, Instructors Professional Growth Plans, lesson plans.	2/2/2017 monthly
G1.B1.S3.A1 A301254	Professional Development Days will focus on training in Marzano's 13 Essential Instructional...	Cardozo, Elizabeth	9/15/2016	Professional Development Day (PDD) agendas, Instructors Professional Growth Plans, lesson plans, formative and summative test data, iReady assessment and usage data, Performance Matters data, and FSA assessments.	2/2/2017 monthly
G2.B1.S4.MA1 M305818	Attendance in the after-school tutorial program will be monitored and parents contacted to assist...	Regalado Borges, Diana	10/3/2016	Tutorial Attendance Log	3/17/2017 biweekly
G2.B1.S4.MA1 M305819	Students identified in the lowest 25% in math will participate in a weekly after-school tutoring...	Simmel, Mickey	10/17/2016	Attendance logs, iReady math diagnostic data, pre and post tests, 2016-17 FSA results	3/17/2017 monthly
G1.B2.S3.MA1 M305809	Attendance in the after-school tutorial program will be monitored and parents contacted to assist...	Regalado Borges, Diana	10/10/2016	Tutorial Attendance Log	5/19/2017 biweekly
G2.B1.S4.A1 A301262	Students identified in the lowest 25% in math will participate in a weekly after-school tutoring...	Simmel, Mickey	10/3/2016	Tutorial Attendance Logs	5/19/2017 weekly
G1.B2.S3.MA1 M305810	Students identified as the lowest 25% in reading will receive additional support from instructional...	Simmel, Mickey	10/1/2016	Tutoring Attendance Logs, iReady usage and Growth Reports, FSA Diagnostic Assessment,	5/25/2017 monthly
G1.B2.S1.MA1 M305806	Parent trainings, both day and evening, will be provided by the school.	Cardozo, Elizabeth	9/15/2016	Parent University agendas, Raising Readers, Writers and Thinkers agendas, Edline	5/26/2017 quarterly
G1.B2.S1.A1 A301256	The school will provide training to parents on how to help their children with reading at home and...	Robbins, Jean	9/15/2016	Training Sign-In Sheets, Pre/Post Assessments	5/26/2017 quarterly
G2.B1.S3.A1 A301261	Administrators will monitor club's standard based lesson plans & attendance logs.	Cardozo, Elizabeth	10/10/2016	Student work samples and attendance logs will be monitored.	5/26/2017 monthly
G2.B1.S2.MA1 M305814	Teachers will utilize summative and formative assessments to evaluate students' science work...	Cardozo, Elizabeth	9/30/2016	Student achievement data on NGSSS diagnostics and Performance Matters assessments, Science Fair projects, science lab journals	5/30/2017 monthly
G1.B1.S1.A1 A301252	Administrators will conduct data chats with teachers to discuss individual students and class...	Cardozo, Elizabeth	8/31/2016	Data chat logs, PLC notes which document discussion of student data and strategies.	5/31/2017 every-6-weeks
G1.B2.S3.A1 A301258	Students identified in the lowest 25% in reading will participate in a weekly after-school tutoring...	Butts, Karen	10/3/2016	Tutorial Attendance Logs	5/31/2017 one-time
G1.MA1 M305811	Teachers will monitor iReady usage and growth reports and classroom assessments to gather data and...	Cardozo, Elizabeth	8/29/2016	iReady diagnostic tests, iReady growth and usage reports, Reading Running Record growth analysis, Performance Matters Assessments, FSA Diagnostics & Assessments	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 M305820	Administrators will monitor diagnostic data, completed science fair projects per district...	Simmel, Mickey	9/1/2016	Completed Science projects per District stipulations, student achievement data on NGSSS diagnostics, Performance Matters assessments, lesson plans, PLC Minutes, Science laboratory and coding club attendance logs.	6/2/2017 monthly
G1.B1.S1.MA1 M305797	Administrators will observe PLCs to ensure that collaborative planning is data-driven and addresses...	Cardozo, Elizabeth	8/31/2016	PLC agendas/notes, lesson plans, student achievement data from RRR, PM, iReady, Imagine Learning, and LLI.	6/2/2017 quarterly
G1.B1.S1.MA1 M305798	PLC agendas will reflect that teachers are collaborating and planning standards-based instruction...	Cardozo, Elizabeth	8/29/2016	PLC agendas, lesson plans	6/2/2017 monthly
G1.B2.S1.MA1 M305805	Edline will be utilized as a communications tool between the parents and the school and will make...	Robbins, Jean	8/15/2016	Edline website, Number of Activated Parent Edline Accounts	6/2/2017 biweekly
G2.B1.S1.MA1 M305812	Science and math data will demonstrate that students are making learning gains.	Simmel, Mickey	8/29/2016	iReady, Performance Matters assessments and NGSSS Diagnostic results monitored and used to drive future instruction.	6/2/2017 quarterly
G2.B1.S1.MA1 M305813	Lesson plans will include science mini-lessons that incorporate the use of science tools...	Simmel, Mickey	8/22/2016	Lesson plans, Science Lab logs, science fair projects (per district stipulations)	6/2/2017 monthly
G1.B1.S2.MA1 M305799	Lesson plans will reflect how the rotational model is being used in daily reading instruction.	Cardozo, Elizabeth	8/22/2016	Administrative formal and informal observations, lesson plans, iReady usage reports.	6/2/2017 monthly
G1.B1.S2.MA1 M305800	PLC agendas will reflect that feedback and collaboration on best practices for small-group reading...	Cardozo, Elizabeth	8/29/2016	PLC Agendas, Informal and Formal Observations, Lesson Plans	6/2/2017 every-2-months
G1.B1.S2.A1 A301253	Teachers will use the data derived from their collaborative instructional planning to form...	Cardozo, Elizabeth	8/29/2016	Administrative formal and informal observations, Professional Development Day (PDD) and PLC sign in sheets and agendas, lesson plans, formative and summative test data, iReady reports, Performance Matters data, FSA assessments, and data chat logs.	6/2/2017 monthly
G1.B2.S2.MA1 M305807	iReady usage and growth will be monitored once students begin using the computer labs in the...	Robbins, Jean	10/10/2016	iReady growth and usage reports, Computer lab attendance sheets	6/2/2017 biweekly
G1.B2.S2.MA1 M305808	iReady usage data will be monitored to identify students who require extra computer time.	Robbins, Jean	10/3/2016	iReady usage report, Attendance sheets, Diagnostic testing data	6/2/2017 biweekly
G1.B2.S2.A1 A301257	Students who are not meeting their iReady usage goals will be invited to come to school early and...	Butts, Karen	10/3/2016	Morning Lab Sign-in Sheets	6/2/2017 one-time
G2.B1.S2.MA1 M305815	Administrators will monitor students' participation in the science laboratory.	Simmel, Mickey	9/12/2016	Students' project logs and sign in sheets, lesson plans, informal walkthroughs	6/2/2017 monthly
G2.B1.S2.A1 A301260	The science hands-on laboratory room log will be monitored with fidelity.	Cardozo, Elizabeth	8/22/2016	Lesson Plans, classroom walk-throughs, science lab log, and PLC documentation.	6/2/2017 monthly
G2.B1.S3.MA1 M305816	The club sponsor will utilize summative and formative assessments to evaluate students'...	Cardozo, Elizabeth	10/3/2016	Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored.	6/2/2017 monthly
G2.B1.S3.MA1 M305817	Administrators will monitor club's standard based lesson plans & attendance logs.	Cardozo, Elizabeth	10/3/2016	Attendance logs, student work samples, lesson plans	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.MA1  M305803	Teachers will use iReady and RRR data to group students for reading instruction.	Cardozo, Elizabeth	8/29/2016	Lesson Plans, Data Chats & logs, & Running record results, iReady diagnostic and growth monitoring data.	6/2/2017 monthly
G1.B1.S4.MA1  M305804	Teachers will conduct periodic needs assessments of the reading group to determine students'...	Cardozo, Elizabeth	8/22/2016	Teacher created assessments, iReady usage and growth monitoring information, RRR data, PM assessments	6/2/2017 every-2-months
G1.B1.S4.A1  A301255	Kindergarten and first grade teachers will use Lively Letters to supplement their reading...	Cardozo, Elizabeth	8/22/2016	Lesson plans, iReady growth monitoring and RRR data, informal and formal observations	6/2/2017 every-2-months

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade and beyond.

G1.B1 Teachers face the challenge of keeping pace with reading initiatives while effectively differentiating and personalizing instruction.

G1.B1.S1 Teachers will participate in collaborative instructional planning for 90 minutes per week.

PD Opportunity 1

Administrators will conduct data chats with teachers to discuss individual students and class progress on iReady, diagnostic, and classroom assessments.

Facilitator

Deborah Hansen

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/31/2016 to 5/31/2017

G1.B1.S2 Teachers will focus on small-group reading instruction on a daily basis.

PD Opportunity 1

Teachers will use the data derived from their collaborative instructional planning to form classroom instructional groups and determine their focus.

Facilitator

Deborah Hansen

Participants

Instructional Staff

Schedule

Monthly, from 8/29/2016 to 6/2/2017

G1.B1.S3 Professional development will be expanded to incorporate Marzano's 13 Essential Instructional Strategies to Achieve Rigor, the Pillars of Effective Instruction, iReady, and Universal Design for Learning, while also allowing teachers the opportunity to train on effective small-group instructional practices.

PD Opportunity 1

Professional Development Days will focus on training in Marzano's 13 Essential Instructional Strategies to Achieve Rigor, iReady implementation and analysis, small-group instructional strategies, and assistance in designing lessons using the Pillars of Effective Instruction and Universal Design for Learning.

Facilitator

Professional Development Team

Participants

Teachers

Schedule

Monthly, from 9/15/2016 to 2/2/2017

G2. If we deliver effective and relevant instruction in math and science to meet the needs of all students, then student learning will increase.

G2.B1 Teachers face the challenge of providing students with hands-on math and science instruction.

G2.B1.S1 Teachers will create science lessons utilizing hands-on experiments, science tools, and technology during their weekly collaborative instructional planning.

PD Opportunity 1

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

Facilitator

Jennifer Schuler

Participants

Science Teachers

Schedule

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Administrators will conduct data chats with teachers to discuss individual students and class progress on iReady, diagnostic, and classroom assessments.				\$0.00
2	G1.B1.S2.A1	Teachers will use the data derived from their collaborative instructional planning to form classroom instructional groups and determine their focus.				\$0.00
3	G1.B1.S3.A1	Professional Development Days will focus on training in Marzano's 13 Essential Instructional Strategies to Achieve Rigor, iReady implementation and analysis, small-group instructional strategies, and assistance in designing lessons using the Pillars of Effective Instruction and Universal Design for Learning.				\$0.00
4	G1.B1.S4.A1	Kindergarten and first grade teachers will use Lively Letters to supplement their reading instruction and build a strong phonetic foundation for students.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		500-Materials and Supplies	2051 - New Horizons Elementary School	School Improvement Funds		\$300.00
			Notes: Purchase Additional Lively Letters Kits for Grades K-1			
5	G1.B2.S1.A1	The school will provide training to parents on how to help their children with reading at home and how to access available educational resources.				\$0.00
6	G1.B2.S2.A1	Students who are not meeting their iReady usage goals will be invited to come to school early and work in the computer labs.				\$0.00
7	G1.B2.S3.A1	Students identified in the lowest 25% in reading will participate in a weekly after-school tutoring program to address their specific deficiencies.				\$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	The science hands-on laboratory room log will be monitored with fidelity.				\$0.00
10	G2.B1.S3.A1	Administrators will monitor club's standard based lesson plans & attendance logs.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	2051 - New Horizons Elementary School	School Improvement Funds		\$800.00
			Notes: Club Stipend for Coding Club Sponsor			
11	G2.B1.S4.A1	Students identified in the lowest 25% in math will participate in a weekly after-school tutoring program to address their specific deficiencies.				\$0.00
Total:						\$1,100.00