

The School District of Palm Beach County

New Horizons Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-7	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for New Horizons Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

New Horizons Elementary School will educate each child in a collaborative, multicultural community, developing curious life-long learners prepared to meet the challenges of tomorrow as productive, responsible, and culturally competent citizens.

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
- 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, draft standards-based lesson plans, analyze student work, assessments, and data, and share strategies for reteaching. 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 to set a positive tone create a community of caring, and clarify the values that will guide interpersonal interaction within the school community;
- 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 Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students collaborate in a student-centered, personalized environment. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. All students are empowered and supported through high expectations to be college and career ready. Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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; Exposure 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 expectations 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 anti-bullying 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 the 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 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 is also held to recognize 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	18	12	9	12	16	8	0	0	0	0	0	0	0	75
One or more suspensions	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	39	36	23	43	36	40	0	0	0	0	0	0	0	217
Level 1 on statewide assessment	0	0	0	29	31	27	0	0	0	0	0	0	0	87

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	12	6	3	21	21	26	0	0	0	0	0	0	0	89

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

Administration, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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. We will increase the communication between the school, teachers, and

parents utilizing multiple means of contact (social media, 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 allocated 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

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
Leskovitz, Timothy	Teacher, ESE
Robbins, Jean	Instructional Media
Santiago, Erin	Teacher, K-12
Mau, Robin	Teacher, K-12
Knoblauch, Julie	Teacher, K-12
Regalado Borges, Diana	School Counselor
Acosta, Clara	Teacher, K-12
Tetrault, Edie	Teacher, K-12
Mastrapa, Orlando	Assistant Principal
Figueroa-Mulero, Omayra	Teacher, K-12
Arcos, Melissa	Instructional Coach

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, 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
Aimee Perez	Education Support Employee
Krista Springer Basore	Parent
Kirstin Voitus	Teacher
Inkeri Martin	Teacher
Dana Perez	Parent
Theo Saint-Vilus	Parent
Erika Gustavsson	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 \$1,125 to pay for half of a Gifted Endorsement Class for 15 teachers.
 The expenditure of \$712 to provide one teacher supplement for Coding Club.
 The expenditure of \$712 to provide one teacher supplement for Science Club.
 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
Sutton, Josie	Teacher, K-12
Cardozo, Elizabeth	Principal
Schuler, Jennifer	Teacher, K-12
Garcia, Barbara	Teacher, K-12
Arcos, Melissa	Teacher, K-12
Robbins, Jean	Instructional Media
Aristizabal, Carmelina	Teacher, K-12
Weissleder, Mary Fran	Teacher, K-12

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 engages in professional conversations, promotes collegiality, collaboration, and establishes a culture for literacy. 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, iStation en Espanol, 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. Teachers participate in collaborative planning sessions to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards and are actively engaged in building, connecting, and applying knowledge. Teachers focus on collaborating to build student-centered, personalized environments, and to ensure students are empowered and supported through high expectations to be college and career ready.

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, ESE, and ELL 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 responsibility 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 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.

Palm Beach County School District offers an Educator Support Program (ESP) that encompasses new teachers to the profession, new teachers to the county, teachers on temporary certificates, and also teachers with two to four years of experience. 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, written and oral feedback, as well as consistent opportunities for self-reflection.

ESP is designed to elicit evidence that teachers have demonstrated teaching competencies that promote student learning. ESP helps ensure that teachers have opportunities to strengthen their knowledge of instructional strategies and best practices, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. Mentors are assigned to all teachers enrolled in the ESP program. Mentors are carefully selected based on their experience and content area expertise.

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 teachers at their grade level or area of instruction. The mentor and mentee meet weekly during professional learning communities and also at least once a month throughout the year to discuss evidence-based strategies and best practices. Mentors and mentees engage in common planning, sharing best practices, peer observations, coaching, and also providing feedback for growth. Mentor teachers are available to provide demonstrations of best practices in instruction. Administration meets with mentors and mentees on at least a monthly basis and 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards. Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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 process supports a deeper level of comprehension. The conversations and learning opportunities provided 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The master schedule is reviewed yearly to ensure that instructional time is maximized and that every class has an uninterrupted 90 minute reading block. Standards-based instruction and assessments aligned with the full intent of the standard and complexity levels are integral to the school's instructional practices. 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: 14,000

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, Science Club, Spanish Club, and Coding 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 rigor and support 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

Mastrapa, Orlando, orlando.mastrapa@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 attendance and the completion of projects and experiments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Reading lists are also provided to parents. Parents and incoming students are offered a tour of 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

1 = 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

G094775

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	70.0

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

Orlando Mastrapa

Schedule

Monthly, from 8/29/2017 to 6/2/2018

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

G094776

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
FSA Mathematics Achievement	73.0

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, Math, and Coding 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 science, math, and coding club attendance logs.

Person Responsible

Orlando Mastrapa

Schedule

Monthly, from 9/1/2017 to 6/1/2018

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**

 G094775

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

 B254840

G1.B1.S1 Teachers will participate in collaborative planning with fidelity for 90 minutes a week. **4**

 S269233

Strategy Rationale

These collaborative sessions will allow teachers to create relevant and effective lessons that address the specific needs of their students while providing rigorous, standards-based instruction.

Action Step 1 **5**

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

Person Responsible

Elizabeth Cardozo

Schedule

Every 6 Weeks, from 8/31/2017 to 5/31/2018

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 rigorous, personalized and engaging.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/29/2017 to 6/1/2018

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 8/31/2017 to 6/2/2018

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

S269234

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 8/29/2017 to 6/1/2018

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 8/29/2017 to 6/1/2018

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 8/22/2017 to 6/2/2018

Evidence of Completion

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

G1.B1.S3 Professional development will be expanded to incorporate the Palm Beach Model of Instruction, the Pillars of Effective Instruction, and Universal Design for Learning, while also allowing teachers the opportunity to train on effective small-group instructional practices. 4

 S269235

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 The Palm Beach Model of Instruction, 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 9/15/2017 to 3/26/2018

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 The Palm Beach Model of Instruction, the Pillars of Effective Instruction, and Universal Design for Learning.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 9/15/2017 to 3/26/2018

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 9/15/2017 to 3/26/2018

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, and all students will receive word study on a daily basis. 4

S269236

Strategy Rationale

These materials are designed to supplement the rigorous curriculum with skills-based phonics activities taught in small groups. Daily word study is an essential component of a balanced literacy program and allows students to build vocabulary, understand affixes, and practice spelling.

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 8/22/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

All students will receive word study on a daily basis as part of their reading instruction.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, informal observations, PLC agendas

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 8/21/2017 to 6/1/2018

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

Orlando Mastrapa


Schedule

Monthly, from 8/29/2017 to 6/1/2018

Evidence of Completion

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

G1.B1.S5 Students will be immersed in rigorous tasks encompassing the full intent of the standards on a daily basis. 4

 S269237

Strategy Rationale

When teachers provide engaging and challenging educational opportunities, students' understanding is deepened.

Action Step 1 5

Teachers will plan lessons that focus on standards-based complex texts, employ text-specific questions and tasks that require analytic thinking, and provide all students will opportunities to engage in lesson-specific dialogue.

Person Responsible

Elizabeth Cardozo

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Administrator Informal and Formal Observations, PLC agendas

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

Administrators will conduct learning walks and observations to monitor instruction for standards-based complex text selections, complex tasks, and opportunities for student talk.

Person Responsible

Elizabeth Cardozo

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Data Chats, Administrator Learning Walks and Observations

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

PLCs will be structured to provide teachers with opportunities to collaboratively plan standards-based, rigorous, and engaging lessons aligned with the full intent of the standard.

Person Responsible

Elizabeth Cardozo

Schedule

Quarterly, from 9/1/2017 to 6/1/2018


Evidence of Completion

PLC agendas, Lesson Plans, Data Chats

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

 B254841

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

 S269238

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 9/30/2017 to 5/25/2018

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 9/15/2017 to 5/25/2018

Evidence of Completion

Parent University agendas, program agendas and sign-in sheets, 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

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Edline website, Number of Activated Parent Edline Accounts

G1.B2.S2 The school will provide extra tutorial services in reading for the lowest 25% of students. 4

S269239

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

Orlando Mastrapa

Schedule

Monthly, from 10/3/2017 to 5/31/2018

Evidence of Completion

Tutorial Attendance Logs

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

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

Person Responsible

Orlando Mastrapa

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 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 10/2/2017 to 5/25/2018

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

G094776

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

B254842

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

S269240

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

Orlando Mastrapa

Schedule

Monthly, from 8/17/2017 to 6/1/2018

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

Orlando Mastrapa

Schedule

Monthly, from 8/22/2017 to 6/1/2018

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

Orlando Mastrapa

Schedule

Quarterly, from 8/29/2017 to 6/1/2018

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

S269241

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 8/22/2017 to 6/1/2018

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

Orlando Mastrapa

Schedule

Monthly, from 9/12/2017 to 6/1/2018

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 9/30/2017 to 5/30/2018

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 three standards-based afterschool clubs to enrich the students' understanding of rigorous content in science, math, and technology. 4

 S269242

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 10/10/2017 to 5/25/2018

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 clubs' standards-based lesson plans & attendance logs.

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 10/3/2017 to 6/1/2018

Evidence of Completion

Attendance logs, student work samples, lesson plans

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

The club sponsors 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 10/3/2017 to 6/1/2018

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

S269243

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

Orlando Mastrapa

Schedule

Weekly, from 10/3/2017 to 5/18/2018

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

Orlando Mastrapa

Schedule

Monthly, from 10/17/2017 to 3/16/2018

Evidence of Completion

Attendance logs, iReady math diagnostic data, pre and post tests, 2017-18 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 10/3/2017 to 3/16/2018

Evidence of Completion

Tutorial Attendance Log

G2.B1.S5 Teachers will focus on small-group math instruction on a daily basis. 4

 S269244

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Orlando Mastrapa

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Administrative formal and informal observations, 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 G2.B1.S5 6

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

Person Responsible

Elizabeth Cardozo

Schedule

Every 2 Months, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

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

Person Responsible

Elizabeth Cardozo

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S4.MA1 M383982	Attendance in the after-school tutorial program will be monitored and parents contacted to assist...	Regalado Borges, Diana	10/3/2017	Tutorial Attendance Log	3/16/2018 biweekly
G2.B1.S4.MA1 M383983	Students identified in the lowest 25% in math will participate in a weekly after-school tutoring...	Mastrapa, Orlando	10/17/2017	Attendance logs, iReady math diagnostic data, pre and post tests, 2017-18 FSA results	3/16/2018 monthly
G1.B1.S3.MA1 M383965	Increased multidimensional PDD opportunities will include modeling of instructional procedures and...	Cardozo, Elizabeth	9/15/2017	Lesson plans, formal and informal observations, professional growth plans	3/26/2018 quarterly
G1.B1.S3.MA1 M383966	PDD Agendas will reflect an emphasis on The Palm Beach Model of Instruction, the Pillars of...	Cardozo, Elizabeth	9/15/2017	Professional Development Day (PDD) and PLC agendas, Instructors Professional Growth Plans, lesson plans.	3/26/2018 monthly
G1.B1.S3.A1 A359295	Professional Development Days will focus on training in The Palm Beach Model of Instruction,...	Cardozo, Elizabeth	9/15/2017	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.	3/26/2018 monthly
G2.B1.S4.A1 A359304	Students identified in the lowest 25% in math will participate in a weekly after-school tutoring...	Mastrapa, Orlando	10/3/2017	Tutorial Attendance Logs	5/18/2018 weekly
G1.B2.S1.MA1 M383972	Parent trainings, both day and evening, will be provided by the school.	Cardozo, Elizabeth	9/15/2017	Parent University agendas, program agendas and sign-in sheets, Edline	5/25/2018 quarterly
G1.B2.S1.A1 A359299	The school will provide training to parents on how to help their children with reading at home and...	Robbins, Jean	9/30/2017	Training Sign-In Sheets, Pre/Post Assessments	5/25/2018 quarterly
G1.B2.S2.MA1 M383973	Attendance in the after-school tutorial program will be monitored and parents contacted to assist...	Regalado Borges, Diana	10/2/2017	Tutorial Attendance Log	5/25/2018 biweekly
G1.B2.S2.MA1 M383974	Students identified as the lowest 25% in reading will receive additional support from instructional...	Mastrapa, Orlando	10/2/2017	Tutoring Attendance Logs, iReady usage and Growth Reports, FSA Diagnostic Assessment,	5/25/2018 monthly
G2.B1.S3.A1 A359303	Administrators will monitor clubs' standard based lesson plans & attendance logs.	Cardozo, Elizabeth	10/10/2017	Student work samples and attendance logs will be monitored.	5/25/2018 monthly
G2.B1.S2.MA1 M383978	Teachers will utilize summative and formative assessments to evaluate students' science work...	Cardozo, Elizabeth	9/30/2017	Student achievement data on NGSSS diagnostics and Performance Matters assessments, Science Fair projects, science lab journals	5/30/2018 monthly
G1.B1.S1.A1 A359293	Administrators will conduct data chats with teachers to discuss individual students and class...	Cardozo, Elizabeth	8/31/2017	Data chat logs, PLC notes which document discussion of student data and strategies.	5/31/2018 every-6-weeks
G1.B2.S2.A1 A359300	Students identified in the lowest 25% in reading will participate in a weekly after-school tutoring...	Mastrapa, Orlando	10/3/2017	Tutorial Attendance Logs	5/31/2018 monthly
G2.MA1 M383986	Administrators will monitor diagnostic data, completed science fair projects per district...	Mastrapa, Orlando	9/1/2017	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.	6/1/2018 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.S1.MA1 M383962	PLC agendas will reflect that teachers are collaborating and planning standards-based instruction...	Cardozo, Elizabeth	8/29/2017	PLC agendas, lesson plans	6/1/2018 monthly
G1.B2.S1.MA1 M383971	Edline will be utilized as a communications tool between the parents and the school and will make...	Robbins, Jean	8/15/2017	Edline website, Number of Activated Parent Edline Accounts	6/1/2018 monthly
G2.B1.S1.MA1 M383976	Science and math data will demonstrate that students are making learning gains.	Mastrapa, Orlando	8/29/2017	iReady, Performance Matters assessments and NGSSS Diagnostic results monitored and used to drive future instruction.	6/1/2018 quarterly
G2.B1.S1.MA1 M383977	Lesson plans will include science mini-lessons that incorporate the use of science tools,...	Mastrapa, Orlando	8/22/2017	Lesson plans, Science Lab logs, science fair projects (per district stipulations)	6/1/2018 monthly
G2.B1.S1.A1 A359301	Science mini-lessons created during common planning utilizing science tools, theory, and technology.	Mastrapa, Orlando	8/17/2017	Performance Matters assessments and NGSSS Diagnostic results monitored and used to drive future instruction.	6/1/2018 monthly
G1.B1.S2.MA1 M383964	PLC agendas will reflect that feedback and collaboration on best practices for small-group reading...	Cardozo, Elizabeth	8/29/2017	PLC Agendas, Informal and Formal Observations, Lesson Plans	6/1/2018 every-2-months
G1.B1.S2.A1 A359294	Teachers will use the data derived from their collaborative instructional planning to form...	Cardozo, Elizabeth	8/29/2017	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.	6/1/2018 monthly
G2.B1.S2.MA1 M383979	Administrators will monitor students' participation in the science laboratory.	Mastrapa, Orlando	9/12/2017	Students' project logs and sign in sheets, lesson plans, informal walkthroughs	6/1/2018 monthly
G2.B1.S2.A1 A359302	The science hands-on laboratory room log will be monitored with fidelity.	Cardozo, Elizabeth	8/22/2017	Lesson Plans, classroom walk-throughs, science lab log, and PLC documentation.	6/1/2018 monthly
G2.B1.S3.MA1 M383980	The club sponsors will utilize summative and formative assessments to evaluate students'...	Cardozo, Elizabeth	10/3/2017	Student work samples, attendance logs, and Performance Matters assessments, and NGSSS Diagnostic results will be monitored.	6/1/2018 monthly
G2.B1.S3.MA1 M383981	Administrators will monitor clubs' standards-based lesson plans & attendance logs.	Cardozo, Elizabeth	10/3/2017	Attendance logs, student work samples, lesson plans	6/1/2018 monthly
G1.B1.S4.MA1 M383967	Teachers will use iReady and RRR data to group students for reading instruction.	Mastrapa, Orlando	8/29/2017	Lesson Plans, Data Chats & logs, & Running record results, iReady diagnostic and growth monitoring data.	6/1/2018 monthly
G1.B1.S4.MA1 M383968	Teachers will conduct periodic needs assessments of the reading group to determine students'...	Cardozo, Elizabeth	8/21/2017	Teacher created assessments, iReady usage and growth monitoring information, RRR data, PM assessments	6/1/2018 every-2-months
G1.B1.S4.A1 A359296	Kindergarten and first grade teachers will use Lively Letters to supplement their reading...	Cardozo, Elizabeth	8/22/2017	Lesson plans, iReady growth monitoring and RRR data, informal and formal observations	6/1/2018 every-2-months
G1.B1.S4.A2 A359297	All students will receive word study on a daily basis as part of their reading instruction.	Cardozo, Elizabeth	8/21/2017	Lesson Plans, informal observations, PLC agendas	6/1/2018 monthly
G1.B1.S5.MA1 M383969	PLCs will be structured to provide teachers with opportunities to collaboratively plan...	Cardozo, Elizabeth	9/1/2017	PLC agendas, Lesson Plans, Data Chats	6/1/2018 quarterly
G1.B1.S5.MA1 M383970	Administrators will conduct learning walks and observations to monitor instruction for...	Cardozo, Elizabeth	9/1/2017	Lesson Plans, Data Chats, Administrator Learning Walks and Observations	6/1/2018 quarterly

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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.S5.A1 A359298	Teachers will plan lessons that focus on standards-based complex texts, employ text-specific...	Cardozo, Elizabeth	9/1/2017	Lesson Plans, Administrator Informal and Formal Observations, PLC agendas	6/1/2018 quarterly
G2.B1.S5.MA1 M383984	Lesson plans will reflect how the rotational model is being used in daily math instruction.	Cardozo, Elizabeth	8/28/2017	Administrative formal and informal observations, lesson plans, iReady usage reports	6/1/2018 monthly
G2.B1.S5.MA1 M383985	PLC agendas will reflect that feedback and collaboration on best practices for small-group math...	Cardozo, Elizabeth	8/28/2017		6/1/2018 every-2-months
G2.B1.S5.A1 A359305	Teachers will use the math data derived from their collaborative instructional planning to form...	Mastrapa, Orlando	8/28/2017	Administrative formal and informal observations, 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.	6/1/2018 monthly
G1.MA1 M383975	Teachers will monitor iReady usage and growth reports and classroom assessments to gather data and...	Mastrapa, Orlando	8/29/2017	iReady diagnostic tests, iReady growth and usage reports, Reading Running Record growth analysis, Performance Matters Assessments, FSA Diagnostics & Assessments	6/2/2018 monthly
G1.B1.S1.MA1 M383961	Administrators will observe PLCs to ensure that collaborative planning is data-driven and addresses...	Cardozo, Elizabeth	8/31/2017	PLC agendas/notes, lesson plans, student achievement data from RRR, PM, iReady, Imagine Learning, and LLI.	6/2/2018 quarterly
G1.B1.S2.MA1 M383963	Lesson plans will reflect how the rotational model is being used in daily reading instruction.	Cardozo, Elizabeth	8/22/2017	Administrative formal and informal observations, lesson plans, iReady usage reports.	6/2/2018 monthly

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 planning with fidelity for 90 minutes a week.

PD Opportunity 1

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

Facilitator

Allyson Gacharna

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/31/2017 to 5/31/2018

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

Allyson Gacharna

Participants

Instructional Staff

Schedule

Monthly, from 8/29/2017 to 6/1/2018

G1.B1.S3 Professional development will be expanded to incorporate the Palm Beach Model of Instruction, the Pillars of Effective Instruction, 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 The Palm Beach Model of Instruction, 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 9/15/2017 to 3/26/2018

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 8/17/2017 to 6/1/2018

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, Performance Matters, diagnostic, and classroom-based 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 The Palm Beach Model of Instruction, 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.				\$0.00
5	G1.B1.S4.A2	All students will receive word study on a daily basis as part of their reading instruction.				\$0.00
6	G1.B1.S5.A1	Teachers will plan lessons that focus on standards-based complex texts, employ text-specific questions and tasks that require analytic thinking, and provide all students will opportunities to engage in lesson-specific dialogue.				\$0.00
7	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
8	G1.B2.S2.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
9	G2.B1.S1.A1	Science mini-lessons created during common planning utilizing science tools, theory, and technology.				\$0.00
10	G2.B1.S2.A1	The science hands-on laboratory room log will be monitored with fidelity.				\$0.00
11	G2.B1.S3.A1	Administrators will monitor clubs' standard based lesson plans & attendance logs.				\$2,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	2051 - New Horizons Elementary School	School Improvement Funds		\$2,250.00
			<i>Notes: Club Stipend for Coding Club, Math Club, and Science Club Sponsors</i>			
12	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
13	G2.B1.S5.A1	Teachers will use the math data derived from their collaborative instructional planning to form classroom instructional groups and determine their focus.				\$0.00
					Total:	\$2,250.00