

The School District of Palm Beach County

New Horizons Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	14
Budget to Support Goals	16

New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

<https://nhes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-7	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	A	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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
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
Diaz, Lynca	Teacher, K-12

Duties

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

The School Leadership Team is comprised of the following members: principal, assistant principal, ESE Coordinator, Dual Language Coach, media specialist, 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.

Early Warning Systems

Year 2017-18

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	15	10	6	13	15	14	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	17	15	19	39	23	32	0	0	0	0	0	0	0	145
Level 1 on statewide assessment	0	0	0	28	27	28	0	0	0	0	0	0	0	83

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	6	2	2	24	17	18	0	0	0	0	0	0	0	69

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Retained Students: Previous Year(s)	4	1	3	6	9	7	0	0	0	0	0	0	0	30

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains for the Low 25% was the lowest performing component at 53% in FY 18. This is not a trend as ELA Learning Gains for the Low 25% had improved by 9% in FY 17. For ELA Achievement in third grade for all students tested, SWD females performed the lowest at 12.5% in FY 18 representing a decline of 27.5% from FY 17. Across all data components, SWD females performed the lowest followed by SWD males, ELL females, and ELL males.

Which data component showed the greatest decline from prior year?

ELA Learning Gains for the Low 25% showed the greatest decline for all subgroups in FY 18. SWD and ELL subgroups showed the greatest declines with a drop of 18% and 7% respectively. ELA Achievement in third grade for all students tested declined by 6% in FY 18. Black females and SWD females had the greatest decline in third grade. Achievement for all third graders tested had increased 9% in FY 17.

Which data component had the biggest gap when compared to the state average?

The school out performed the State in all data components. The biggest difference was in Math Learning Gains where the school achieved 83% compared to the State average of 59%. While ELA Learning Gains for the Low 25% was 5% higher than the State average it was 3% lower than the District average.

Which data component showed the most improvement? Is this a trend?

Math Learning Gains showed the most improvement with a 21% increase to 83% in FY 18. All subgroups improved. Black +33%, HSP +11%, SWD +20%, FRL +23%, ELL +13%. This is not a trend as Math Learning Gains declined by 19% in FY 17. Math Learning Gains for the Low 25% improved 14% in FY 18. All subgroups improved. Science Achievement improved 12% in FY 18. All subgroups except ELL improved.

Describe the actions or changes that led to the improvement in this area.

Actions included beginning after school math tutorial earlier in the year in the fall, small group math instruction, and AMP instruction in third and fourth grades.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	55%	60%	61%	44%	55%
ELA Learning Gains	67%	56%	57%	61%	52%	54%
ELA Lowest 25th Percentile	53%	51%	52%	49%	49%	49%
Math Achievement	76%	52%	61%	73%	43%	56%
Math Learning Gains	83%	54%	58%	81%	47%	54%
Math Lowest 25th Percentile	59%	49%	52%	66%	42%	48%
Science Achievement	63%	49%	57%	67%	37%	52%
Social Studies Achievement	0%	72%	77%	0%	66%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total
	K	1	2	3	4	5	6	7	
Attendance below 90 percent	15 (18)	10 (12)	6 (9)	13 (12)	15 (16)	14 (8)	0 (0)	0 (0)	73 (75)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (3)	1 (0)	0 (0)	0 (0)	2 (3)
Course failure in ELA or Math	17 (39)	15 (36)	19 (23)	39 (43)	23 (36)	32 (40)	0 (0)	0 (0)	145 (217)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (29)	27 (31)	28 (27)	0 (0)	0 (0)	83 (87)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	56%	4%	57%	3%
	2017	66%	54%	12%	58%	8%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	61%	58%	3%	56%	5%
	2017	57%	57%	0%	56%	1%
Same Grade Comparison		4%				
Cohort Comparison		-5%				
05	2018	64%	59%	5%	55%	9%
	2017	53%	52%	1%	53%	0%
Same Grade Comparison		11%				
Cohort Comparison		7%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison		-53%				
07	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	63%	-2%	62%	-1%
	2017	62%	62%	0%	62%	0%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	73%	63%	10%	62%	11%
	2017	66%	64%	2%	64%	2%
Same Grade Comparison		7%				
Cohort Comparison		11%				
05	2018	78%	66%	12%	61%	17%
	2017	58%	61%	-3%	57%	1%
Same Grade Comparison		20%				
Cohort Comparison		12%				
06	2018	0%	56%	-56%	52%	-52%
	2017					
Cohort Comparison		-58%				
07	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	56%	5%	55%	6%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	50	45	50	68	53	25				
ELL	53	56	48	57	74	52	27				
BLK	53	59	42	67	76	54	61				
HSP	72	71	55	75	82	58	61				
WHT	69	64		87	93		76				
FRL	61	67	55	70	79	56	54				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	53	63	33	48	40	10				
ELL	51	55	55	57	61	50	31				
BLK	43	57		57	43	30					
HSP	63	63	59	68	71	48	51				
WHT	75	75		70	54		62				
FRL	53	59	58	59	56	38	37				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensuring progress towards student achievement within ELA instruction to support LTO# 1; 3rd grade reading proficiency at or above 75%.
Rationale	ELA did not meet the learning goals established by the school leadership team for achievement, learning gains, or learning gains for the Lowest 25% of students, especially in 3rd grade. Within this area of focus, we will identify and progress monitor students performing below and slightly below grade level focusing especially on our lowest 25% subgroup, students with disabilities, and English Language Learners to ensure progress. Students with disabilities and English language learners were among the lowest performing subgroups based on state assessment data from the 2018 school year. This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% or higher by third grade.
Intended Outcome	Improve ELA overall achievement to 70%, learning gains to 70%, and learning gains for the lowest 25% to 60%.
Point Person	Elizabeth Cardozo (betsy.cardozo@palmbeachschools.org)
Action Step	
Description	<p>Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on literacy across all content areas.</p> <ol style="list-style-type: none"> 1. Professional development and time for Professional Learning Communities will be provided to emphasize the following topics: Palm Beach Focused Model of Instruction, Pillars of Effective Instruction, Universal Design for Learning, Meeting the needs of English Language Learners, small group instruction, and social emotional learning. 2. Teachers will focus on small group reading instruction on a daily basis and will leverage instructional staff providing supplemental instruction to groups of students to ensure positive outcomes for all learners. An additional academic tutor will be hired to support student achievement. 3. Students in Grades K and 1 will be instructed with Lively Letters (Estrellitas for grade K in Spanish), a phonetic language arts program, and all students will receive word study on a daily basis. 4. Students will be immersed in rigorous tasks encompassing the full intent of the standards on a daily basis. Teachers will work during PLC's to ensure their planning cycles include lessons that encompass the full intent of the standards and also work to analyze data to address opportunities to reteach learning standards where students underperformed. 5. The school will provide extra tutorial services in Reading in grades 2 through 5 for the lowest 25% of students and will utilize research based resources and interventions to support student learning and achievement. 6. The school will use a robust progress monitoring system where teachers and the school leadership team periodically analyze student data to ensure that students are progressing academically and to also discuss what additional interventions and systems of support are needed.
Person Responsible	Elizabeth Cardozo (betsy.cardozo@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	1. School administrators will review and when necessary, create agendas together with the school-based professional development team to ensure that professional development

opportunities and PLC agendas reflect the action steps outlined in the School Improvement Plan.

2. The school leadership team will conduct learning walks to collect data and ensure small group instruction is taking place daily. The leadership team will address any barriers to implementation and provide support as needed. The school administrators will make changes to the schedule as needed to ensure supplemental instruction provided by instructional staff is meeting the needs of all learners.

3. The school leadership team, with the support of district professional development specialists, will ensure that teachers receive the requisite training and resources to implement interventions/research based programs with fidelity. School leadership team will conduct learning walks to collect data and ensure programs are implemented with fidelity.

4. School administrators and leadership team members will partake and observe PLC's to ensure planning cycles are data driven and encompass the full intent of the learning standards. Assistant principal provides data for student achievement periodically with grade levels to discuss opportunities for reteaching standards where students underperformed.

5. School administrators will initiate the reading tutorial program earlier in the year and provide teachers with a list of students to target for tutorial based on past student performance. School administrators will review timesheets, student attendance logs, and lesson plans to ensure the student's needs are being met.

6. The school leadership team will work together with teachers to periodically analyze student data for students performing below grade level to ensure they are making adequate progress. Schedules and allocation of resources (both human and instructional) may need to be made by school administrators to ensure that student needs are met.

**Person
Responsible**

Elizabeth Cardozo (betsy.cardozo@palmbeachschools.org)

Activity #2

Title

Ensuring progress towards students achievement within Math and Science instruction to support the expectations of LTO#2; ensuring high school readiness

Rationale

Although the areas of math and science were sources of growth for our school as per state assessment data, the school will continue to emphasize these areas and continue to set goals to meet and/or surpass the learning progress that took place in the previous school year. Students that demonstrated a continued need despite the school's overall performance includes students in the lowest 25%, students with disabilities, and English language learners. This area of focus aligns with the district strategic plan to ensure high school readiness.

Intended Outcome

By focusing on the areas of math and science, the school's goals are to increase Math overall achievement to 80%, learning gains to 84%, and learning gains of the lowest 25% to 64%. In science, the school goal is to increase overall achievement to 68% which would set a historic precedent that the school has not achieved in the past.

Point Person

Elizabeth Cardozo (betsy.cardozo@palmbeachschools.org)

Action Step

Description

1. Teacher will focus on small group instruction on a daily basis and will leverage instructional staff providing supplemental instruction to groups of students to ensure positive outcomes for all learners.
2. Students will be immersed in rigorous tasks encompassing the full intent of the standards on a daily basis. Teachers will work during PLC's to ensure their planning cycles include lessons that encompass the full intent of the standards and also work to analyze data to address opportunities to reteach learning standards where students underperformed.
3. The school will offer standards-based after school clubs to enrich the students' understanding of rigorous content.
4. The school will provide extra tutorial services in Math in grades 3 through 5 for the lowest 25% of students and will utilize research based resources and interventions to support student learning and achievement.
5. Teachers will utilize the STEMScopes science curriculum to provide hands-on experiments, science tools, and technology during their weekly collaborative instructional planning.
6. The school will use a robust progress monitoring system where teachers and the school leadership team periodically analyze student data to ensure that students are progressing academically and to also discuss what additional interventions and systems of support are needed.

Person Responsible

Elizabeth Cardozo (betsy.cardozo@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

1. The school leadership team will conduct learning walks to collect data and ensure small group instruction is taking place daily. The leadership team will address any barriers to implementation and provide support as needed. The school administrators will make changes to the schedule as needed to ensure supplemental instruction provided by instructional staff is meeting the needs of all learners.
2. School administrators and leadership team members will partake and observe PLC's to ensure planning cycles are data driven and encompass the full intent of the learning standards. Assistant principal provides data for student achievement periodically with grade levels to discuss opportunities for reteaching standards where students underperformed.

3. The school administrators will collect and review teacher timesheets, attendance logs, and standards-based lesson plans to ensure that the needs of students are being met via afterschool clubs.
4. School administrators will initiate the math tutorial program earlier in the year and provide teachers with a list of students to target for tutorial based on past student performance. School administrators will review timesheets, student attendance logs, and standards-based lesson plans to ensure the student's needs are being met.
5. School administration, with the support of district professional development specialists, will ensure teachers receive adequate professional development, training, and allocation of resources (both human and instructional) to ensure STEMscopes is implemented with fidelity.
6. The school leadership team will work together with teachers to periodically analyze student data for students performing below grade level to ensure they are making adequate progress. Schedules and allocation of resources (both human and instructional) may need to be made by school administrators to ensure that student needs are met.

Person Responsible Elizabeth Cardozo (betsy.cardozo@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 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, Teacher Reach, Class Dojo, Remind, 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.

PFEP Link

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

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 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.

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-STAR, 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.

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.

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

Each year, a Career Day is held to promote students' awareness of the variety of career opportunities available to them. Parents, business partners, and community members participate in the event. The school also participates in monthly College Fridays to advance an awareness of colleges. All students and staff are encouraged to wear college apparel.

Part V: Budget

Total:	\$1,432.00
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