2013-2014 SCHOOL IMPROVEMENT PLAN

New Horizons Elementary School

13900 GREENBRIAR BLVD
Wellington, FL 33414
561-651-0500
www.edline.net/pages/new_horizons_elementary_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	60%

Alternative/ESE Center	Charter School	Minority Rate
No	No	71%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

New Horizons Elementary School

Principal

Elizabeth Cardozo

School Advisory Council chair

Pauline Hewitt

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Eva Simmel	Assistant Principal
Lynne Bray	Guidance Counselor
Fah Davidson	Kindergarten Teacher
Lourdes Sanchez	First Grade Teacher
Evie Markerson	Second Grade Teacher
Caryn Streicher	Third Grade Teacher
Jude Valdov	Fourth/Fifth Grade Teacher
Margaret McKee	Fifth Grade Teacher
Ana Groover	ESOL Coordinator
Tim Leskovitz	ESE Contact
Sue Duncan	PE Teacher

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The voting membership is comprised of 11 members. 55% of the membership is made up of non-school board employees.
Pauline Hewitt, Chairperson
Caryn Streicher, Secretary

Betsy Cardozo, Principal
Nelly Estima, Non-instructional Staff Member
Patrick McNeece, Teacher
Roland Valdivieso, Community Representative and Parent
Owen Blandford, Parent
Laura Delgado, Parent
Lucia Escobar, Parent
Kenneth Robbins, Parent
Christina Wold, Parent

Involvement of the SAC in the development of the SIP

The SAC met in August to evaluate the school's performance data in reading, writing, math, science, and parental involvement. 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.

Activities of the SAC for the upcoming school year

The School Advisory Council has an important function in the success of New Horizons Elementary School. Listed below are some of the functions of the SAC:
* Meet monthly to analyze and discuss school academic data.
* Assist the school in the developing, implementing, and monitoring the School Improvement Plan.
* Assist the school to analyze school climate surveys of parents, teachers, and students.
* Sponsor professional development for New Horizons faculty and staff.

Projected use of school improvement funds, including the amount allocated to each project

If funds become available, materials for Science Lab.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Elizabeth Cardozo		
Principal	Years as Administrator: 24	Years at Current School: 9

Credentials	BA Elementary Education, MEd and EdS Guidance, MEd Administration and Supervision, Principal Certification State of Florida, Certification in Elementary Education, Early Childhood Education, Guidance, Administration and Supervision, and ESOL Endorsement
Performance Record	Principal of New Horizons EL. in 2012-2013: Grade: B, Reading Mastery: 64%, Math Mastery: 62%, Writing Mastery: 69%, Science Mastery: 50%. Learning Gains: 71% in Reading and 61% in Math. Lowest 25%: 84% in Reading and 51% in Math. No subgroups met AMOs in reading and math 2011-2012: Grade: A, Reading Mastery: 63%, Math Mastery: 62%, Writing Mastery: 92%, Science Mastery: 60%. Learning Gains: 76% in Reading and 63% in Math. Lowest 25%: 81% in Reading and 57% in Math. 2010-2011: Grade: A, Reading Mastery: 82%, Math Mastery: 84%, Writing Mastery: 96%, Science Mastery: 73%. Learning Gains: 74% in Reading and 64% in Math. Lowest 25%: 65% in Reading and 55% in Math. AYP: 79%, Total, Hispanic, ED and ELL did not make AYP in reading or math.

Eva Simmel		
Asst Principal	Years as Administrator: 14	Years at Current School: 14

Credentials	BS Elementary Education, MEd Educational Leadership, Principal Certification State of Florida, Certification in Elementary Education, Gifted, and ESOL Endorsement
Performance Record	Assistant Principal of New Horizons EL. in 2012-2013: Grade: B, Reading Mastery: 64%, Math Mastery: 62%, Writing Mastery: 69%, Science Mastery: 50%. Learning Gains: 71% in Reading and 61% in Math. Lowest 25%: 84% in Reading and 51% in Math. No subgroups met AMOs in reading and math. 2011-2012: Grade: A, Reading Mastery: 63%, Math Mastery: 62%, Writing Mastery: 92%, Science Mastery: 60%. Learning Gains: 76% in Reading and 63% in Math. Lowest 25%: 81% in Reading and 57% in Math. 2010-2011: Grade: A, Reading Mastery: 82%, Math Mastery: 84%, Writing Mastery: 96%, Science Mastery: 73%. Learning Gains: 74% in Reading and 64% in Math. Lowest 25%: 65% in Reading and 55% in Math. AYP: 79%, Total, Hispanic, ED and ELL did not make AYP in reading or math.

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
51, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
50, 98%

 # ESOL endorsed
35, 69%

 # reading endorsed
3, 6%

 # with advanced degrees
19, 37%

 # National Board Certified
5, 10%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
10, 20%

 # with 6-14 years of experience
14, 27%

 # with 15 or more years of experience
27, 53%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal, assistant principal, and members of the leadership team share in recruiting and retaining highly qualified, certified-in-field, effective teachers. Administrators participate in District Job Fairs and collaborate with Area ESE and District Multicultural staff to recruit highly qualified teachers. Regular meetings of new teachers with principal and assistant principal occur during the school year. New teachers are partnered with veteran and National Board Certified teachers for mentoring. New teachers are also offered training to enhance their teaching skills. Mentor teachers are available to provide demonstrations of best practices in instruction.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School-Based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The RtI Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, reading resource teacher, certified school counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
• Problem Identification entails identifying the problem and the desired behavior for the student.
• Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
• Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
• Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or

group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS/RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading resource teacher, and certified school counselor.
The principal provides a common vision for the use of data-based decision-making to ensure:
• a sound, effective academic program is in place
• a process to address and monitor subsequent needs is created
• the School Based Team (SBT) is implementing RtI processes
• assessment of RtI skills of school staff is conducted
• fidelity of implementation of intervention support is documented
• adequate professional development to support RtI implementation is provided
• effective communication with parents regarding school-based RtI plans and activities occurs.
The School-Based MTSS/RtI Team members will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Systems in place to monitor the fidelity of MTSS and SIP include tracking through Case Reviews the number of students progressing toward their goal, the number of students reaching their goal, the number of students moving back to Tier 1, continuing in Tier 2, making improvements in Tier 3, and those referred to Child Study Team.
SAC members also participate in bi-monthly monitoring of the fidelity of implementation of the SIP strategies. Adjustments are made as applicable.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
• Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
• Curriculum Based Measurement
• Florida Assessment for Instruction in Reading (FAIR)
• Palm Beach County Fall Diagnostics
• Palm Beach Writes
• Literacy Assessment System
• Diagnostic Assessment for Reading (DAR)
• Progress Monitoring and Reporting Network (PMRN)
• Comprehensive English Language Learning Assessment (CELLA)
• Office Discipline Referrals
• SwPBS Self-Assessment
• Retentions
• Absences
Midyear data:
• Diagnostic Assessment for Reading (DAR)
• Palm Beach County Winter Diagnostics
• Palm Beach Writes

• Progress Monitoring and Reporting Network (PMRN)
• Literacy Assessment System
• CORE K-12
End of year data:
• Florida Comprehensive Assessment Test (FCAT)
• FCAT Writes
Frequency of required Data Analysis and Action Planning Days:
• Once within a cycle of instruction (refer to appropriate focus calendar)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be offered to MTSS/SBT Chairperson by district staff during SY2014.
The school-based MTSS/SBT Chairperson will provide in-service to the faculty on designated
professional development days (PDD). These in-service opportunities will include, but are not limited to,
the following:
• Problem Solving Model
• consensus building
• Positive Behavioral Intervention and Support (PBIS)
• data-based decision-making to drive instruction
• progress monitoring
• selection and availability of research-based interventions
• tools utilized to identify specific discrepancies in reading.
Individual professional development will be provided to classroom teachers, as needed.
Parents will be educated on the data-based problem solving process during school-based team
meetings and School Advisory Council meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and
1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time
and help provide an enriched and accelerated curriculum:**

Strategy: Before or After School Program

Minutes added to school year: 17,280

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

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Remediation and Enrichment activities are monitored by administration. Remediation through after school tutorial will be coordinated by Karen Butts. Teachers responsible for enrichment clubs are listed below: Karen Streicher- Chess Club; Jennifer Schuler- SECME Club; Roberta Thompson- Science Club;Veronica Dillingham-Music Club; and Katie Graham-Art and Ecology Club.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Elizabeth Cardozo	Principal
Karen Butts	SAI Teacher
Clara Acosta	First Grade Dual LanguageTeacher
Carmelina Aristizabal	Dual Language Resource
Deborah Hansen	Second Grade Teacher
Pat Klammer	Fifth Grade Teacher
Robin Mau	Third Grade Dual LanguageTeacher
Maureen Rane	Kindergarten Teacher
Jean Robbins	Media Specialist
Lourdes Sanchez	First Grade Teacher
Jennifer Schuler	Third Grade Teacher
Josie Sutton	First Grade Dual Language Teacher
Mary Fran Weissleder	Third Grade Teacher
Pauline Hewitt	ESE Teacher

How the school-based LLT functions

The Literacy Leadership Team creates capacity of reading knowledge with the school and focuses on areas of literacy concern across the school. The principal, reading resource teacher, mentor reading teachers, and other principal appointees serve on the team. The Literacy Leadership Team meets at least once a month on the fourth Tuesday afternoon of the month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

Major initiatives of the LLT

The Literacy Leadership Team plays an integral role in fostering a rich literacy environment at New Horizons for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to our school, including literacy achievement, motivation, and building a community of readers, both at school and home. This is a continuous process throughout the entire school year. In addition, the LLT will promote Reading Counts, plan the annual Literacy Night, hold a book drive to build classroom libraries, and coordinate a Mystery Book Club each trimester to encourage interest in reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

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

Assessments are administered during the first weeks of school to determine student readiness rates including state and district assessments, FAIR, Fountas & Pinnell, and CELLA. The data is then disaggregated and at-risk and low performing students are identified for additional support.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	64%	No	73%
American Indian				
Asian				
Black/African American	54%	53%	No	59%
Hispanic	67%	58%	No	70%
White	78%	76%	No	80%
English language learners	52%	48%	No	57%
Students with disabilities	37%	33%	No	43%
Economically disadvantaged	61%	56%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	30%	35%
Students scoring at or above Achievement Level 4	92	34%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	195	71%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	40	84%	89%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	49	39%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	30%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	20%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	65	68%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	62%	No	75%
American Indian				
Asian				
Black/African American	48%	47%	No	54%
Hispanic	71%	59%	No	74%
White	80%	70%	No	82%
English language learners	65%	47%	No	69%
Students with disabilities	47%	33%	No	52%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	27%	32%
Students scoring at or above Achievement Level 4	94	34%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	168	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	51%	56%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	26%	31%
Students scoring at or above Achievement Level 4	23	24%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		20
Participation in STEM-related experiences provided for students	573	92%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	0%
Students who are not proficient in reading by third grade	36	41%	36%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The following will be done to increase parent involvement:
Spanish liaison will be established. Workshops, meetings, and conferences will be offered during multiple times in a day. Evidence will be in the form of flyers, agendas, sign in sheets and conference forms. Increase the communication between school and parents utilizing multiple means of contact (student agendas, newsletters, parent link phone calls, parent conferences, and flyers). Provide easy access to technology and training to parents on academic programs. Host parent training workshops, focusing on academic and social topics. Increase school spirit through building connections.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement and awareness to improve student's learning gains by 5%in order to increase the number of students at proficiency level.	285	50%	60%

Area 10: Additional Targets

Additional targets for the school

New Horizons Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers implementing the targets.	570	100%	100%

Goals Summary

G1. Seventy-six percent (76%) of students will achieve learning gains on the 2014 FCAT 2.0 Reading Assessment.

G2. Sixty-six percent (66 %) of students will achieve learning gains on the 2014 FCAT 2.0 Mathematics assessment.

G3. Sixty percent (60%) of students will score at achievement level 3 or above on the 2014 FCAT 2.0 Science Assessment.

Goals Detail

G1. Seventy-six percent (76%) of students will achieve learning gains on the 2014 FCAT 2.0 Reading Assessment.

Targets Supported
- Reading (FCAT2.0, FAA, Learning Gains)

Resources Available to Support the Goal
- Educational Data Warehouse (EDW)
- Literacy Assessment System
- Curriculum Based Assessment

Targeted Barriers to Achieving the Goal
- Teachers face the challenge of keeping pace with all Reading initiatives with fidelity.
- Teachers face the challenge of incorporating differentiated instruction due to time constraints.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administrators, Learning Team members, and Professional Development Cadre (PDC).

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Professional Development Day (PDD) and learning team meeting sign in sheets and agendas, lesson plans and student achievement data from EDW reports and FCAT assessments.

G2. Sixty-six percent (66 %) of students will achieve learning gains on the 2014 FCAT 2.0 Mathematics assessment.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Educational data warehouse

- CORE K-12

- Daily Wiley's

- Everglades warm ups.

Targeted Barriers to Achieving the Goal

- Teachers face the challenge of students' limited knowledge of determining which mathematical process to use to solve word problems.

Plan to Monitor Progress Toward the Goal

Collaborative team plans, lesson plans, students' portfolio and student achievement data evidenced on EDW reports, and benchmark and FCAT assessments.

Person or Persons Responsible

Administrators and Mathematics Teachers.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Collaborative team plans, lesson plans, students' portfolio and student achievement data evidenced on EDW reports, and benchmark and FCAT assessments.

G3. Sixty percent (60%) of students will score at achievement level 3 or above on the 2014 FCAT 2.0 Science Assessment.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Educational data warehouse

- Hands on laboratory room

- Teacher sponsored clubs

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administrators, Science teachers and Science club sponsors.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Completed Science projects per District stipulations, student achievement data on FCAT 2.0 diagnostics and assessment, lesson plans, Science journals; and Science laboratory and club attendance logs.

Action Plan for Improvement

Problem Solving Key

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

G1. Seventy-six percent (76%) of students will achieve learning gains on the 2014 FCAT 2.0 Reading Assessment.

G1.B1 Teachers face the challenge of keeping pace with all Reading initiatives with fidelity.

G1.B1.S1 Teachers will utilize reading technology resources at all grade levels to enhance students' reading skills.

Action Step 1

Use of technology to increase sight word, fluency and comprehension skills through fluency activities, multimedia anticipation guides, talking books, and electronic graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer student achievement data.

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

Computer data collection.

Person or Persons Responsible

Administrator and teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer student achievement data.

Plan to Monitor Effectiveness of G1.B1.S1

Learning team discussions of computer student achievement data.

Person or Persons Responsible

Administrators, teachers, and learning team members.

Target Dates or Schedule

Ongoing

Evidence of Completion

Computer student achievement data.

G1.B1.S2 The school will implement all Reading initiatives with fidelity.

Action Step 1

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

Person or Persons Responsible

Teachers and grade chairs.

Target Dates or Schedule

Ongoing

Evidence of Completion

Learning team sign in sheets, agendas, and notes.

Facilitator:

Grade Chairs

Participants:

Teachers

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

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

Person or Persons Responsible

Administrators, Learning Team members, Professional Development Cadre, and Leadership Team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Learning team meeting sign in sheets; informal, classroom visits; and collaborative reviews of data during faculty meetings and professional development days.

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Administrators, Learning Team members, Professional Development Cadre, and Leadership Team.

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom visits and student achievement data evidenced on EDW reports and FCAT diagnostics.

G1.B1.S3 Expanded professional development training.

Action Step 1

Professional development training will be provided to ensure the following: effective implementation of the Common Core Standards in Reading and balanced literacy roll out; and the effective utilization of differentiated instruction.

Person or Persons Responsible

District facilitators, PD facilitator and SAI teacher.

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaborative plans, lesson plans, classroom visits and student achievement data evidenced on EDW reports, benchmark and FCAT assessments.

Facilitator:

Professional Development Cadre

Participants:

Teachers

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

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

Person or Persons Responsible

Administrators, Professional Development Cadre, District Facilitators, and Learning Team members.

Target Dates or Schedule

Ongoing

Evidence of Completion

PDD and learning team meeting sign in sheets and agendas, and student achievement data from EDW reports and FCAT assessments.

Plan to Monitor Effectiveness of G1.B1.S3

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

Person or Persons Responsible

Administrators, District facilitators, Professional Development Cadre, and SAI teacher and Learning teams.

Target Dates or Schedule

Ongoing

Evidence of Completion

PDD and learning team meeting sign in sheets and agendas, and student achievement data from EDW reports and FCAT assessments.

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

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

Action Step 1

Professional development meetings that focus on modeling instructional procedures and demonstration lessons, and the comprehensive assessment of students' needs. Conduct data collection and review of students' progress in order to guide grouping decisions, identify students in need of intervention support, and determine instructional pace for specific groups.

Person or Persons Responsible

Administration, professional development cadre and learning team members..

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Facilitator:

Professional Development Cadre

Participants:

Teachers

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

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

Person or Persons Responsible

Administrator,Learning Team members, and Professional Development Cadre.

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S1

Teacher differentiated support student data (advanced, proficient,below proficiency),formative and summative test data (CORE K12 Benchmark Assessments, SRI test and FCAT) and student portfolios.

Person or Persons Responsible

Administrators and Learning Team Members

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher differentiated support student data (advanced, proficient,below proficiency),formative and summative test data (CORE K12 Benchmark Assessments, SRI test and FCAT) and student portfolios.

G2. Sixty-six percent (66 %) of students will achieve learning gains on the 2014 FCAT 2.0 Mathematics assessment.

G2.B1 Teachers face the challenge of students' limited knowledge of determining which mathematical process to use to solve word problems.

G2.B1.S1 Teachers will model and assign problem solving activities on a daily basis.

Action Step 1

During learning team meetings,teachers will conduct needs assessment of the Math instruction to gather data to inform about curriculum, instruction and assessment. Teachers will implement specific strategies for problem solving to improve students' problem solving skills.

Person or Persons Responsible

Learning team members and Mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaborative team plans, lesson plans, students' portfolio and student achievement data evidenced on EDW reports, benchmark and FCAT assessments.

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

At learning team meetings, teachers' structured feedback on progress of Math implementation and student achievement data review will be utilized to monitor implementation.

Person or Persons Responsible

Administrators, Math teachers, and learning team members.

Target Dates or Schedule

Ongoing

Evidence of Completion

Learning team meeting sign in sheets and agenda, collaborative plans, and classroom visits.

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring teacher implementation of problem solving strategies, and tracking students' progress through summative and formative testing.

Person or Persons Responsible

Administrators and Math teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom visits, and student achievement data evidenced on EDW reports and FCAT assessments.

G2.B1.S2 Utilize benchmark assessments to identify students in the core curriculum needing intervention.

Action Step 1

Learning team members will utilize data feedback strategy at learning team meetings to review students' achievement data to establish students' Math strengths and weaknesses.

Person or Persons Responsible

Administrators and Learning team members.

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaborative team plans, students' portfolio and student achievement data evidenced on EDW, reports, benchmark assessments and FCAT 2.0 assessment.

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

Learning team agendas and student assessment data.

Person or Persons Responsible

Administrators and Learning Team members.

Target Dates or Schedule

Ongoing

Evidence of Completion

Learning team meeting sign in sheets and agenda,collaborative plan and assessment data on benchmark assessments.

Plan to Monitor Effectiveness of G2.B1.S2

Benchmarks assessment results, achievement data chat logs and lesson plans..

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of benchmark tests,achievement data chat logs and lesson plans.

G2.B1.S3 Teachers will increase utilization of various mathematical technology resources at all grade levels to enhance students' knowledge and fluency of the basic facts (FASTT Math, Go Math and Destination Math).

Action Step 1

Utilization of technology resources such as FASTT Math, GO Math, and Destination Math to enhance students' knowledge and fluency of the basic facts.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student computer achievement data, FCAT 2.0 Math assessment, and CORE K-12 assessment

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

Records of computer data on student achievement.

Person or Persons Responsible

Teachers and administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' progress will indicate Math proficiency on summative assessments, including FCAT 2.0, CORE K-12 and benchmark assessments. Additionally, lesson plans and computer achievement data.

Plan to Monitor Effectiveness of G2.B1.S3

Records of computer data on student achievement.

Person or Persons Responsible

Mathematics teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' progress will indicate Math proficiency on summative assessments, including FCAT 2.0, CORE K-12 and benchmark assessments. Additionally, lesson plans and and computer achievement data.

G3. Sixty percent (60%) of students will score at achievement level 3 or above on the 2014 FCAT 2.0 Science Assessment.

G3.B1 Teachers face the challenge of providing students with hands on Science experiences.

G3.B1.S1 All students will participate in the Math and Science Fair through class and/or individual projects.

Action Step 1

Step by step process to complete Science Fair Project.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Designated Science project timeline.

Evidence of Completion

Completed class and/or individual Science Fair Projects, Completed Science projects per District Stipulations..

Plan to Monitor Fidelity of Implementation of G3.B1.S1

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

Person or Persons Responsible

Administrators and Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Science projects per District Stipulations.

Plan to Monitor Effectiveness of G3.B1.S1

Collection of student achievement data to determine if students' success in completing processes involved in completing the Science projects.

Person or Persons Responsible

Administrators and Science teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Completed Science projects per District Stipulations.

G3.B1.S2 Establish a Science hands on laboratory room.

Action Step 1

Science hands on laboratory room

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' progress will indicate Science proficiency, level 3 or above on the FCAT 2.0 assessment.

Facilitator:

Professional Development Cadre

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Observation and log of students' participation in the laboratory.

Person or Persons Responsible

Science lead teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' project logs and sign in sheets. Increased student achievement data on FCAT 2.0 diagnostics and FCAT 2.0 assessment.

Plan to Monitor Effectiveness of G3.B1.S2

Summative and formative assessments to evaluate students' work samples.

Person or Persons Responsible

Administrators and Science teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data on FCAT 2.0 diagnostics and FCAT 2.0 assessment.

G3.B1.S3 Teachers will incorporate Science enrichment activities to support daily Science instruction (Science days, field trips and hands-on Science experiments).

Action Step 1

Establish Science days and clubs.

Person or Persons Responsible

Science teachers and Science club sponsors.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' progress will indicate Science proficiency on summative assessments, including FCAT 2.0 and benchmark assessments. Additionally, lesson plans and attendance logs for Science activities.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

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

Person or Persons Responsible

Administrators, Leadership Team, Learning Team members, and Science teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' progress to indicate Science proficiency on summative assessments, including FCAT 2.0 and benchmark assessments. Additionally, lesson plans and structured teacher feedback.

Plan to Monitor Effectiveness of G3.B1.S3

Educational data warehouse data and data feedback data.

Person or Persons Responsible

Administrators, Leadership Team, Learning Team members and Science teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' progress will indicate Science proficiency on summative assessments, including FCAT 2.0 and benchmark assessments. Additionally, lesson plans and attendance logs for science activities.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Title I, Part D - Transition programs are provided for delinquent students returning to school.

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring School-wide Positive Behavior Support. We update our Action Plans during Learning Team Meeting. We instill an appreciation for multicultural diversity through out antibullying campaign, structured lessons, and implementation of SwPBS programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Seventy-six percent (76%) of students will achieve learning gains on the 2014 FCAT 2.0 Reading Assessment.

G1.B1 Teachers face the challenge of keeping pace with all Reading initiatives with fidelity.

G1.B1.S2 The school will implement all Reading initiatives with fidelity.

PD Opportunity 1

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

Facilitator

Grade Chairs

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Learning team sign in sheets, agendas, and notes.

G1.B1.S3 Expanded professional development training.

PD Opportunity 1

Professional development training will be provided to ensure the following: effective implementation of the Common Core Standards in Reading and balanced literacy roll out; and the effective utilization of differentiated instruction.

Facilitator

Professional Development Cadre

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaborative plans, lesson plans, classroom visits and student achievement data evidenced on EDW reports, benchmark and FCAT assessments.

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

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

PD Opportunity 1

Professional development meetings that focus on modeling instructional procedures and demonstration lessons, and the comprehensive assessment of students' needs. Conduct data collection and review of students' progress in order to guide grouping decisions, identify students in need of intervention support, and determine instructional pace for specific groups.

Facilitator

Professional Development Cadre

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

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

G3. Sixty percent (60%) of students will score at achievement level 3 or above on the 2014 FCAT 2.0 Science Assessment.

G3.B1 Teachers face the challenge of providing students with hands on Science experiences.

G3.B1.S2 Establish a Science hands on laboratory room.

PD Opportunity 1

Science hands on laboratory room

Facilitator

Professional Development Cadre

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' progress will indicate Science proficiency, level 3 or above on the FCAT 2.0 assessment.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Sixty percent (60%) of students will score at achievement level 3 or above on the 2014 FCAT 2.0 Science Assessment.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
School improvement funds	$500	$500
Total	$500	$500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Sixty percent (60%) of students will score at achievement level 3 or above on the 2014 FCAT 2.0 Science Assessment.

G3.B1 Teachers face the challenge of providing students with hands on Science experiences.

G3.B1.S2 Establish a Science hands on laboratory room.

Action Step 1

Science hands on laboratory room

Resource Type

Evidence-Based Materials

Resource

Science lab materials

Funding Source

School improvement funds

Amount Needed

$500