

The School District of Palm Beach County

New Horizons Elementary School



2019-20 Schoolwide Improvement Plan

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New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

<https://nhes.palmbeachschools.org>

Demographics

Principal: Dana Pallaria

Start Date for this Principal: 8/7/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-7 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 73% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (68%) 2017-18: A (67%) 2016-17: B (59%) 2015-16: A (65%) 2014-15: A (62%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

<https://nhes.palmbeachschools.org>

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | A | A | B | A |

School Board Approval

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<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 | Job Duties and Responsibilities |
|-------------------------|---------------------|--|
| Pallaria, Dana | Principal | Head instructional leader maintains all daily operations and oversees instruction and curriculum. |
| Leskovitz, Timothy | Teacher, ESE | Responsible for overseeing the Exceptional Student Education department including drafting and conducting Individual Education Plans. Also coordinates the school's Multi-Tiered Systems of Support (RtI/ST) process identifying students in need of additional support, suggesting intervention, and supporting with the progress monitoring process. |
| Santiago, Erin | Teacher, K-12 | Team leader for Kindergarten; responsible for disseminating information given at Team leader meetings with administration, leading common planning for the grade level, providing in classroom support to all teachers including mentoring new teachers on team, collecting grade level forms, organizing field trips, and finding resources to support grade level needs. |
| Knoblauch, Julie | Teacher, K-12 | Team leader for fifth grade; responsible for disseminating information given at Team leader meetings with administration, leading common planning for the grade level, providing in classroom support to all teachers including mentoring new teachers on team, collecting grade level forms, organizing field trips, and finding resources to support grade level needs. |
| Acosta, Clara | Teacher, K-12 | Team leader for first grade; responsible for disseminating information given at Team leader meetings with administration, leading common planning for the grade level, providing in classroom support to all teachers including mentoring new teachers on team, collecting grade level forms, organizing field trips, and finding resources to support grade level needs. |
| Tetrault, Edie | Teacher, K-12 | Team leader for second grade; responsible for disseminating information given at Team leader meetings with administration, leading common planning for the grade level, providing in classroom support to all teachers including mentoring new teachers on team, collecting grade level forms, organizing field trips, and finding resources to support grade level needs. |
| Mastrapa, Orlando | Assistant Principal | Supports the principal in meeting the school goals including both instructional and organizational goals. Oversees all school-based programs, curriculum decisions, and serves as an instructional leader in support of student growth. |
| Figueroa-Mulero, Omayra | Teacher, K-12 | Team leader for fourth grade; responsible for disseminating information given at Team leader meetings with administration, leading common planning for the grade level, providing in classroom support to all teachers including mentoring new teachers on team, collecting grade level forms, organizing field trips, and finding resources to support grade level needs. |

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Arcos, Melissa | Instructional Coach | Responsible for the instructional coaching process for the school's dual language International Spanish Academy. Supports both students and teachers to meet the school's goals. |
| Diaz, Lynca | Teacher, K-12 | Team leader for third grade; responsible for disseminating information given at Team leader meetings with administration, leading common planning for the grade level, providing in classroom support to all teachers including mentoring new teachers on team, collecting grade level forms, organizing field trips, and finding resources to support grade level needs. |
| Harris, Dara | School Counselor | Provides socioemotional support for all students on campus. Supports students with specific needs relative to trauma, changes in family settings, and behavior modification. Works collaboratively with the school leadership team to ensure that school goals are met. |
| Bodner, Paula | Instructional Media | Primary contact for the school's instructional media center. Ensures equitable access to literacy instruction and materials to all students on a rotational schedule. Meets the needs of students through a variety of instructional literacy and technology programs to ensure that the school's goals are met. |
| Gundlach, Kathleen | Other | Serves as the School Behavioral Health Professional as per the Marjory Stoneman Douglas High School Safety Act legislation. Supports the school's socioemotional initiatives with students and staff. Provides services directly to students in need and serves as a liaison between students, families, and counseling services offered in the community. |
| Voitus, Kirstin | Teacher, K-12 | Serves as the School Advisory Council Chairperson and provides input in the School Improvement Plan drafting and approval process. Ensures that School Improvement Plan goals are shared with the School Advisory Council and that they are implemented at the school level. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 126 | 121 | 122 | 112 | 109 | 128 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 718 |
| Attendance below 90 percent | 15 | 14 | 4 | 12 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| One or more suspensions | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in ELA or Math | 14 | 30 | 17 | 36 | 18 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 30 | 21 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 5 | 7 | 1 | 23 | 14 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |

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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)

71

Date this data was collected or last updated

Wednesday 8/7/2019

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 6 | 2 | 2 | 24 | 17 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 6 | 2 | 2 | 24 | 17 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 67% | 56% | 61% | 64% | 46% | 57% |
| ELA Learning Gains | 70% | 58% | 59% | 63% | 52% | 57% |
| ELA Lowest 25th Percentile | 57% | 55% | 54% | 58% | 50% | 51% |
| Math Achievement | 72% | 53% | 62% | 67% | 43% | 58% |
| Math Learning Gains | 83% | 55% | 59% | 62% | 48% | 56% |
| Math Lowest 25th Percentile | 65% | 52% | 52% | 45% | 47% | 50% |
| Science Achievement | 59% | 45% | 56% | 51% | 41% | 53% |
| Social Studies Achievement | 0% | 75% | 78% | 0% | 67% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|---------|---------|-------|-------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Number of students enrolled | 126 (0) | 121 (0) | 122 (0) | 112 (0) | 109 (0) | 128 (0) | 0 (0) | 0 (0) | 718 (0) |
| Attendance below 90 percent | 15 (15) | 14 (10) | 4 (6) | 12 (13) | 10 (15) | 8 (14) | 0 (0) | 0 (0) | 63 (73) |
| One or more suspensions | 0 (0) | 0 (0) | 1 (0) | 0 (0) | 1 (1) | 1 (1) | 0 (0) | 0 (0) | 3 (2) |
| Course failure in ELA or Math | 14 (17) | 30 (15) | 17 (19) | 36 (39) | 18 (23) | 26 (32) | 0 (0) | 0 (0) | 141 (145) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 30 (28) | 21 (27) | 31 (28) | 0 (0) | 0 (0) | 82 (83) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 60% | 54% | 6% | 58% | 2% |
| | 2018 | 60% | 56% | 4% | 57% | 3% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 67% | 62% | 5% | 58% | 9% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 61% | 58% | 3% | 56% | 5% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | 7% | | | | |
| 05 | 2019 | 66% | 59% | 7% | 56% | 10% |
| | 2018 | 64% | 59% | 5% | 55% | 9% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 5% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | -64% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 51% | 65% | -14% | 62% | -11% |
| | 2018 | 61% | 63% | -2% | 62% | -1% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 70% | 67% | 3% | 64% | 6% |
| | 2018 | 73% | 63% | 10% | 62% | 11% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | 9% | | | | |
| 05 | 2019 | 81% | 65% | 16% | 60% | 21% |
| | 2018 | 78% | 66% | 12% | 61% | 17% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 8% | | | | |
| 06 | 2019 | 0% | 60% | -60% | 55% | -55% |
| | 2018 | 0% | 56% | -56% | 52% | -52% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | -78% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 56% | 51% | 5% | 53% | 3% |
| | 2018 | 61% | 56% | 5% | 55% | 6% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 32 | 44 | 43 | 47 | 67 | 53 | 18 | | | | |
| ELL | 54 | 67 | 55 | 61 | 80 | 58 | 53 | | | | |
| BLK | 57 | 76 | 75 | 68 | 78 | 62 | 35 | | | | |
| HSP | 69 | 71 | 60 | 70 | 82 | 65 | 61 | | | | |
| WHT | 72 | 63 | 25 | 77 | 86 | | 72 | | | | |
| FRL | 63 | 70 | 58 | 69 | 79 | 60 | 51 | | | | |
| 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 | | | | |

| 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 |
| 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 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 68 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 69 |
| Total Points Earned for the Federal Index | 542 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 43 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 62 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|--|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 64 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 68 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 66 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 65 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math and Science overall showed the lowest performance: 5th grade Science dropped 4% and 3rd grade Math decreased a total of 10% from the previous year's test scores. The school also experienced a decrease in 3rd grade ELA for the following subgroups: ESE and ELL. 25% of ESE students scored a Level 3 or above and 19% of ELL students scored a Level 3 or above. 7 total students level decreased from a predicted level 2 in the district diagnostic assessment for ELA to a Level 1 on the Florida Standards Assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The most significant decline from the prior year was in 3rd grade Mathematics which decreased a total of 10% from the previous year's assessment scores. The school committed itself to ensuring reading proficiency and provided extensive afterschool tutorials to support reading proficiency. With the emphasis on Reading, the amount of supplemental instruction in Mathematics decreased.

In regards to the decrease in Science proficiency in 5th grade, some of it can be attributed to the rollout of the new STEMs, copes curriculum and our school was also one of the school's affected by the late deployment of consumable materials and resources for Science activities and experiments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In analyzing the school data 3rd grade mathematics was 11 percentage points lower than the state and a total of 14 percentage points lower than the district average. Specifically, our school had a proficiency of 51%, the school district was at 65%, and the state was at 62%.

Although this is not a trend, the school committed itself to ensuring reading proficiency and provided extensive afterschool tutorials to support reading proficiency. With the emphasis on Reading, the amount of supplemental instruction in Mathematics decreased.

Which data component showed the most improvement? What new actions did your school take in this area?

The areas that demonstrated the most improvement for our school were 4th grade ELA and 5th grade Math. 4th grade ELA increased 6% from 2018 to 2019 and 5th grade Math increased 3% from 2018-2019. Using student data, our school strategically placed personnel in the appropriate content areas. In regards to Math, we had a group of approximately 32 Accelerated Mathematics students enrolled as 4th graders take the 5th grade Math assessment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The first potential area of concern is the number of 3rd and 4th grade students with a course failure in ELA or Math. A total of (prior year) 39 students in 3rd grade and 27 students in 4th grade had a course failure. The second potential area of concern is the number of students scoring a Level 1 on

the statewide assessment in either ELA or Math. 28 3rd grade students scored a Level 1 and 27 4th grade students scored a Level 1 on the statewide assessment last school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Continue growth in ELA across all grade levels to reduce the number of course failures and Level 1 scores.
2. Continue to offer the Accelerated Math Program to students in grades 3-5.
3. Identify, progress monitor, and provide support to 3rd grade ELL and ESE students.
4. Science will be emphasized across all grade levels and infused, when possible, in other content areas including Fine Arts.
5. Identify, progress monitor, and provide support to 3rd grade struggling Math students.

Part III: Planning for Improvement

Areas of Focus:

| #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 and 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 2019 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. |
| State the measurable outcome the school plans to achieve | Improve ELA overall achievement to 72%, learning gains to 74%, and learning gains for the lowest 25% to 62%. |
| Person responsible for monitoring outcome | Dana Pallaria (dana.pallaria@palmbeachschools.org) |
| Evidence-based Strategy | Teachers will engage in Professional Learning Communities led by our school administrative team including administrators, dual language coach, and district support personnel. |
| Rationale for Evidence-based Strategy | Bi-weekly PLC's focused on implementation of core actions including text, task, and talk. Students in the Lowest 25% and retained 3rd grade students will receive additional ELA interventions from the SAI teacher. ELA interventions will consist of LLI instruction, small group focused instruction, and also instructional coaching opportunities for teachers. |
| 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 ELA 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 under performed.

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**

Dana Pallaria (dana.pallaria@palmbeachschools.org)

| #2 | |
|---|--|
| Title | Ensuring progress towards students achievement within Math and Science instruction to support the expectations of LTO#2; ensuring high school readiness |
| Rationale | The school met its goals for Learning Gains of the Lowest 25% in the previous year statewide assessment. However, overall proficiency did drop slightly from 76% to 72%. 3rd grade Mathematics specifically dropped 10% in overall proficiency which was 11% lower than the state average and 14% lower than the district average. This area of focus aligns with the district strategic plan to ensure high school readiness. |
| State the measurable outcome the school plans to achieve | 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 65% which would set a historic precedent that the school has not achieved in the past. |
| Person responsible for monitoring outcome | Dana Pallaria (dana.pallaria@palmbeachschools.org) |
| Evidence-based Strategy | Teachers will engage in Professional Learning Communities led by our school administrative team including administrators, dual language coach, and district support personnel. |
| Rationale for Evidence-based Strategy | Bi-weekly PLC's will focus on a strategic alignment to standards with emphasis on a balance of whole group and small group instruction in mathematics and hands on experiences in Science. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 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 from FSQ's an USA's to address opportunities to reteach learning standards where students under-performed. 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 Dana Pallaria (dana.pallaria@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. NHES works with

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 Schoolwide Improvement Plan 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.

New Horizons Elementary school strives to foster strong relationships with students, families, local businesses, and community stakeholders. The school has been recognized as a Florida Five Star school for two consecutive years and plans to continue to implement programs and events which encourage community and family participation. The school benefits from a very supportive Parent Teacher Association which also supports students, teachers, and school initiatives. The school along with the PTA reach out into the community for support and to build business partnerships that are mutually beneficial and support the school's goals. The school regularly invites Village of Wellington Councilmembers, School Board Representatives, and other elected officials to school-wide events to

showcase the school's programs. All of the community outreach for New Horizons primarily serves the function of meeting the needs of all students and support the school's goals.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

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

BiWeekly 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 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.

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.

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

Students are exposed within their ELA, SS and Science block to potential careers through ongoing research, exposure to reading material related to careers in the science, health, education, technology, and math fields as well as presentations from parents, business partners and community members.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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|--------|----------|---|---------------------------------------|--------------------------|-------|------------|
| 1 | III.A. | Areas of Focus: Ensuring progress towards student achievement within ELA instruction to support LTO# 1; 3rd grade reading proficiency at or above 75%. | | | | \$2,558.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 3336 | 120-Classroom Teachers | 2051 - New Horizons Elementary School | School Improvement Funds | 686.0 | \$2,558.00 |
| 2 | III.A. | Areas of Focus: Ensuring progress towards students achievement within Math and Science instruction to support the expectations of LTO#2; ensuring high school readiness | | | | \$0.00 |
| Total: | | | | | | \$2,558.00 |