New Horizons Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

https://nhes.palmbeachschools.org

Demographics

Principal: Dana Pallaria

Start Date for this Principal: 7/1/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 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%)
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 10/21/2020.

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.

Table of Contents

New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

https://nhes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-7	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities 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.
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.
D'Agostino, Crystal	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.
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,

Name	Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date
Monday 7/1/2019, Dana Pallaria

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
34

Demographic Data

2020-21 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

2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 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%)
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](#).	

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	100	124	119	120	101	103	0	0	0	0	0	0	0	667
Attendance below 90 percent	0	27	23	13	16	7	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	29	31	10	26	20	0	0	0	0	0	0	0	116
Course failure in Math	0	17	21	11	22	16	0	0	0	0	0	0	0	87
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
FY20 ELA Winter Diag Level 1 & 2	0	0	0	0	45	32	0	0	0	0	0	0	0	77
FY20 Math Winter Diag Level 1 & 2	0	0	0	0	41	25	0	0	0	0	0	0	0	66

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	0	24	22	12	22	19	0	0	0	0	0	0	0	99

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	1	4	8	5	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/1/2020

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	
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	

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	
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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%
	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%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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				
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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	68

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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.

FY19 FSA Math 67%, Math Learning Gains FY19 83%, Math Learning Gains Low 25% FY19 65%. FY19 Science 59%: 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. FY19 FSA ELA 67%. ELA learning gains FY19 70%, ELA Low 25% FY 19 57%. 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. FY19 Winter Diagnostics showed 7 total students level decreased from a predicted level 2 for ELA to a Level 1 on the Florida Standards Assessment.

Although FY20 was interrupted and included a shift to 100% virtual instruction due to COVID-19, data leading up to the school's closure indicated that Science achievement had increased and was on

track to meet the school's goal. Additionally, strides were being made in the overall achievement categories for both ELA and Math. Historically, Math Learning Gains have been a strong point throughout the years and the local assessment data in addition to diagnostic data and informal observations suggest that the trend would continue.

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 STEMscopes 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.

Throughout SY2019-2020 it was evident that the instructional shifts being made emphasizing small group instruction using data to identify and remediate instruction was having an effect. Professional Learning Communities were data driven and always ended in actionable plans that were implemented in classrooms. Teachers bought in to the management piece for driving small group instruction with fidelity and also contributed to PLC's and the data review process with fidelity.

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.

However, in SY2019-2020 the shift towards small group instruction across all content areas benefited students exponentially as the data showed that strides were being made across both Reading and Math Achievement and Learning Gains. 4th grade Mathematics was making strides towards filling the gaps the third graders carried into 4th grade and supporting those students appropriately.

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.

Absent formal state assessment data for the 2019-2020 school year, local assessment data and informal observation demonstrated that students were making progress towards meeting the goals outlines in the previous year's School Improvement Plan. Student data indicated that more student's were making progress towards reading on grade level and that less formalized interventions through the Multi-tiered Systems of Support (MTSS) were needed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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. These numbers represent a significant percentage of students in each grade level that are failing a course at one point or another. With an approximate enrollment of slightly over 100 students in each grade level, the students with course failures account for approximately 25-40% of the total enrollment for the grade level with ELA course failures being the greater concern. It is evident that there are shifts in instructional delivery that need to be made and those shifts are build in to the action steps outline in sub-section "F" below.

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. We will continue to shift instruction in the classroom setting by implementing data-driven small group instruction across all grade levels. Professional Learning Communities will continue to analyze and interpret data with the objective of developing actionable lesson plans to meet the needs of all learners.
2. Continue to offer the Accelerated Math Program to students in grades 3-5. Our school prides itself on offering the Accelerated Math program to all 3rd grade students. This is an equity issue and we do not want to deny any student the opportunity to accelerate their course load in any core content area. As such, all 3rd graders will continue to be offered the Accelerated Mathematics Program instructional programming to provide each of them the opportunity to succeed beyond their grade level requirements.
3. Identify, progress monitor, and provide support to 3rd grade ELL and ESE students. Data drive Professional Learning Communities have allowed our staff to truly identify students that are struggling. Last year we found success in the early identification and intervention by asking the following driving questions during our Professional Learning Communities: 1) What do we expect students to learn? 2) How will we know students are learning? 3) How will we respond when they don't learn? 4) How will we respond if they already know it?
4. Science will be emphasized across all grade levels and infused, when possible, in other content areas including Fine Arts. For the 2020-2021 school year we have added a STEM lab on the Fine arts rotation wheel. Every 4 days all students on campus will be provided a STEM lesson that will align with and supplement the scope and sequence for Science instruction. This will be a critical piece to ensuring that students are provided opportunities to enrich and deepen their understanding of the grade level content standards.
5. Identify, progress monitor, and provide support to 5th grade struggling Math students. The students currently enrolled in 5th grade mathematics have historically underachieved when it comes to their cohort's performance on mathematics state assessments as compared to previous year grade level cohorts. Last year, informal observations and local assessment data indicate that strides were made in filling the achievement gap the cohort has demonstrated over the years however, there is still work to be done. Our school will continue to utilize Professional Learning Communities to drive data-based instruction and instructional decision-making ensuring that our teachers are prepared to meet the needs of all learners. Scaffolding instruction by meeting the students where they are during small group instruction while simultaneously providing the grade level rigor/standards-based instruction during whole group will support students as the continue to make progress towards grade level mastery of mathematics standards-based content.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Ensuring progress towards student achievement within ELA instruction to support LTO# 1; 3rd grade reading proficiency at or above 75%. 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.
Measurable Outcome:	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 Steps to Implement

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.

Teachers and supplemental instructors will focus on small group reading instruction on a daily basis to ensure positive outcomes for all learners. Students in Grades K and 1 will be instructed with Lively Letters (Estrellitas for grade K in Spanish) and all students will receive word study on a daily basis. 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.

Person Responsible	Dana Pallaria (dana.pallaria@palmbeachschools.org)

PD and time for PLC's will be provided to emphasize the following topics: Palm Beach Focused Model of Instruction, Pillars of Effective Instruction, UDL, Meeting the needs of ELLs, small group instruction, and SEL. 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.

Person Responsible	Dana Pallaria (dana.pallaria@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Ensuring progress towards students achievement within Math and Science instruction to support the expectations of LTO#2; ensuring high school readiness. 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.
Measurable Outcome:	By focusing on the areas of math and science, the school's goals are to increase Math overall achievement to 80%, learning gains to 84%, and learning gains of the lowest 25% to 64%. In science, the school goal is to increase overall achievement to 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 Steps to Implement

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.
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.

The school will offer standards-based after school clubs to enrich the students' understanding of rigorous content.

Person Responsible	Dana Pallaria (dana.pallaria@palmbeachschools.org)

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.

Teachers will utilize the STEMScopes science curriculum to provide hands-on experiments, science tools, and technology during their weekly collaborative instructional planning.

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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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. During the 2019-2020 school year, our school was recognized as a Gold Status Model School for Positive Behavior Support for the first time in its history. Our school emphasizes school-wide guidelines and expectations for behavior across all areas of school by teaching and reteaching expectations constantly throughout the school year. A team of personnel participates with fidelity in monthly School-wide Positive Behavior Support Committee meetings to review discipline data, Functional Behavioral Assessment data, and Tier 3 data for behavior to ensure that the proper systems of support are in place to ensure student success across all areas of campus.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. As an International Spanish Academy, our school emphasizes bilingualism, biliteracy, high academic achievement, and sociocultural competence. Embracing multiculturalism is an essential cornerstone of our instructional programming. This includes project-based learning opportunities in grades 3-5 and also school-wide events celebrating the contributions of other cultures. 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. All of our school events are held in two languages including school dances, plays, book fairs, family nights, and parent trainings. Our school prides itself on providing opportunities throughout the school year for families of all backgrounds to participate in school-wide events that support sociocultural competence including inviting parents to read to classes during Hispanic Heritage Month. Our school also hosts a school-wide assembly each school year honoring the Sacrifices of Veterans and Medal of Honor Recipients. Through the inclusion of bilingual staff on our Fine arts team, students are exposed to language and culture each week in a setting outside of their classroom ensuring that students learn to value, respect, and understand culture and differences in perspectives.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. Our local mayor comes to school to read to our students in the classroom. Our PTA provides monthly incentives and treats to our staff. We host a monthly Pastries with the Principal to build relationships with our families and community. We have guest speakers at each monthly meeting. We offer a monthly parent dual language meeting to support our Choice students. New Horizons offers a variety of afterschool clubs for students to participate in. We have the Yearbook club, Chess Club, Flamenco Dancers, SECME, Art Club, Chorus and Teachers of Tomorrow. We host an annual Literacy Night and local authors that come to New Horizons and read to the students during their Media Fine Arts block. Our school has earned the Golden School Award for the fourth year in a row. Our School Behavioral Health professional works closely with our school counselor and provides mental health support to all students and teachers. They assisted teachers with setting up cool down areas in all classrooms and have a google site with links for students to support them during stressful situations. Students enjoy their check in and check outs with our SBHP and school counselor. Our school counselor creates youtube videos that she shares with classrooms on SEL.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$7,195.82
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336		2051 - New Horizons Elementary School	School Improvement Funds	661.0	$7,195.82

2	III.A.	Areas of Focus: Instructional Practice: Math				$7,195.82
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336		2051 - New Horizons Elementary School	School Improvement Funds	661.0	$7,195.82
					Total:	$14,391.64