# New Horizons Elementary School

**2021-22 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: 7/1/2018

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>KG-7 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 73% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (68%)<br><br>2017-18: A (67%)<br><br>2016-17: B (59%) |
| **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** | |
| * 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 10/20/2021.

## 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) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Combination School KG-7 | Yes | 56% |

| **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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | A | A | A |

## School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

## 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 | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Pallaria, Dana | Principal | Head instructional leader maintains all daily operations and oversees instruction and curriculum. |
| 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. |
| Gordon, Patricia | 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. |
| 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. |
| Desevic, Amela | Teacher, K-12 | Professional Learning Community leader for second grade;responsible for leading conversations around data, data disaggregation, and data-based instructional planning. Supports conversations regarding the utilization of high-yield effective instructional strategies and finding resources to support grade level needs. |
| Santiago, Erin | Teacher, K-12 | Professional Learning Community leader for second grade;responsible for leading conversations around data, data disaggregation, and data-based instructional planning. Supports conversations regarding the utilization of high-yield effective instructional strategies 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. |
| 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. |
| 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 |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | counseling<br>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. |
| Perry, Jeffrey | Teacher, K-12 | Professional Learning Community leader for second grade;responsible for leading conversations around data, data disaggregation, and data-based instructional planning. Supports conversations regarding the utilization of high-yield effective instructional strategies and finding resources to support grade level needs. |

## Demographic Information

**Principal start date**

Sunday 7/1/2018, 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.*

4

**Total number of teacher positions allocated to the school**

59

**Total number of students enrolled at the school**

733

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

14

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

13

**Demographic Data**

## Early Warning Systems

**2021-22**

**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 | 111 | 115 | 120 | 114 | 127 | 102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 689 |
| Attendance below 90 percent | 0 | 19 | 17 | 15 | 11 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| One or more suspensions | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 21 | 39 | 51 | 29 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 164 |
| Course failure in Math | 0 | 14 | 25 | 51 | 25 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Number of students with a substantial reading deficiency | 0 | 10 | 25 | 26 | 34 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 4 | 38 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 3 | 30 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |

**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 | 15 | 28 | 42 | 25 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 138 |

**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 | 3 | 4 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| 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 9/9/2021

**2020-21 - 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 | 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 | |

**2020-21 - 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 | 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 | |

## Part II: Needs Assessment/Analysis

### School Data Review
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 | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 67% | 56% | 61% | 67% | 55% | 60% |
| ELA Learning Gains | | | | 70% | 58% | 59% | 67% | 56% | 57% |
| ELA Lowest 25th Percentile | | | | 57% | 55% | 54% | 53% | 51% | 52% |
| Math Achievement | | | | 72% | 53% | 62% | 76% | 52% | 61% |
| Math Learning Gains | | | | 83% | 55% | 59% | 83% | 54% | 58% |
| Math Lowest 25th Percentile | | | | 65% | 52% | 52% | 59% | 49% | 52% |
| Science Achievement | | | | 59% | 45% | 56% | 63% | 49% | 57% |
| Social Studies Achievement | | | | | 75% | 78% | | 72% | 77% |

### Grade Level Data Review - State Assessments
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 | 2021 | | | | | |
| | 2019 | 60% | 54% | 6% | 58% | 2% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 67% | 62% | 5% | 58% | 9% |
| Cohort Comparison | | -60% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 66% | 59% | 7% | 56% | 10% |
| Cohort Comparison | | -67% | | | | |
| 06 | 2021 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | | | | | |
| Cohort Comparison | | -66% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 51% | 65% | -14% | 62% | -11% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 70% | 67% | 3% | 64% | 6% |
| Cohort Comparison | | -51% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 81% | 65% | 16% | 60% | 21% |
| Cohort Comparison | | -70% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 0% | 60% | -60% | 55% | -55% |
| Cohort Comparison | | -81% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 56% | 51% | 5% | 53% | 3% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

In the content area of English Language Arts (ELA), proficiency will be progress-monitored using iReady diagnostic data which is administered three times per year. The data will be disaggregated by grade level and then further analyzed to include the reporting categories identified below. In the content area of Mathematics, the school will utilize Performance Matters Unify assessment platform as the progress-monitoring tool and again, the data will be further analyzed to include the reporting categories identified below.

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 38.9 | 40.5 | 52.3 |
| | Economically Disadvantaged | 25.4 | 28.1 | 37.1 |
| | Students With Disabilities | 20 | 22.7 | 30 |
| | English Language Learners | 0 | 0 | 25 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 84.1 | 85.5 |
| | Economically Disadvantaged | | 81.3 | 77.3 |
| | Students With Disabilities | | 75 | 72.2 |
| | English Language Learners | | 54.5 | 46.2 |

| Grade 2 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 43.8 | 31 | 44.2 |
| | Economically Disadvantaged | 39.1 | 25.8 | 34.4 |
| | Students With Disabilities | 26.3 | 15 | 16.7 |
| | English Language Learners | 36.7 | 13.3 | 23.3 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 84.4 | 77.4 |
| | Economically Disadvantaged | | 78.1 | 69.7 |
| | Students With Disabilities | | 78.6 | 73.3 |
| | English Language Learners | | 70 | 58.1 |

| Grade 3 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 70.9 | 51.3 | 47.5 |
| | Economically Disadvantaged | 59.2 | 41.6 | 37.2 |
| | Students With Disabilities | 50 | 40 | 45.5 |
| | English Language Learners | 26.9 | 20 | 16 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 76 | 64.3 |
| | Economically Disadvantaged | | 70.5 | 52.4 |
| | Students With Disabilities | | 60 | 50 |
| | English Language Learners | | 82.8 | 58.1 |

| Grade 4 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 47 | 36.1 | 27 |
| | Economically Disadvantaged | 33.9 | 32.1 | 20.4 |
| | Students With Disabilities | 30.4 | 22.7 | 21.7 |
| | English Language Learners | 26.9 | 20 | 16 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 56.7 | 61.6 | 63.2 |
| | Economically Disadvantaged | 42.6 | 47.3 | 47.5 |
| | Students With Disabilities | 30 | 38.1 | 39.1 |
| | English Language Learners | 40.7 | 48.1 | 48.1 |

| Grade 5 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 36 | 0 | 26.2 |
| | Economically Disadvantaged | 38.1 | 0 | 27.7 |
| | Students With Disabilities | 23.1 | 0 | 0 |
| | English Language Learners | 6.7 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 60.3 | 69.6 | 68.6 |
| | Economically Disadvantaged | 62.2 | 64.1 | 69.7 |
| | Students With Disabilities | 42.9 | 41.7 | 58.3 |
| | English Language Learners | 71.4 | 55.6 | 42.1 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 70.4 | 83.7 | 89.5 |
| | Economically Disadvantaged | 66.7 | 83.3 | 89.4 |
| | Students With Disabilities | 50 | 54.5 | 72.7 |
| | English Language Learners | 43.8 | 50 | 63..2 |

| Grade 6 | | | | |
|---|---|---|---|---|
| English Language Arts | **Number/% Proficiency** | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | **Number/% Proficiency** | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 7 | | | | |
|---|---|---|---|---|
| English Language Arts | **Number/% Proficiency** | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | **Number/% Proficiency** | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Civics | **Number/% Proficiency** | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

## Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 33 | 46 | | 40 | 23 | | 23 | | | | |
| ELL | 58 | 54 | 50 | 46 | 62 | 46 | 35 | | | | |
| BLK | 44 | 63 | | 36 | 58 | | 33 | | | | |
| HSP | 72 | 72 | 50 | 59 | 74 | 47 | 61 | | | | |
| WHT | 75 | 76 | | 73 | 59 | | 45 | | | | |
| FRL | 59 | 64 | 50 | 47 | 64 | 41 | 49 | | | | |

| 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 | | | | |

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 60 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 72 |
| Total Points Earned for the Federal Index | 478 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 35 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 53 |
| 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 | 47 |
| 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 | 63 |
| 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 | |
|---|---|
| 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 | 56 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag vs. FSA FY21 results shows:
60.3% in ELA were proficient FY21 Winter Diagnostic in grades 3-5 vs. 67% in ELA were proficient FY21FSA
62% in Math were proficient FY21 Winter Diagnostic in grades 3-5 vs 57% in Math were proficient FY 21 FSA
Black students went from 61.3% FY19 to 31.7% in FY21
LF students went from 82.8% in FY19 to 60% in FY21
Female students went from 67.8% FY19 to 47.6% in FY21
In grade 3 Winter Diag for Math went from 69.9% proficient vs FSA Math FY21 50% were proficient

Based on this data trend our focus will be to increase learning gains and achievement in ELA and Math. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; Black, LF and female students; who will receive strategic and targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including fine arts collaborated to ensure program success. Administrators are assigned to support the students and build relationships with them to motivate and ensure their attendance.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Two potential areas of concern are the decrease in overall achievement when comparing FY19 to FY21 ELA and Math data across all subgroups. In addition to analyzing diagnostic data from the previous two years and the FSA data from the previous two years, the school has also looked at

iReady achievement data for the prior year. To potentially remediate these concerns, high-level research-based texts, rigorous standards-based instruction, using the three core actions (talk, text, task) and targeted support for struggling learners will be provided with an emphasis on black, female, and LF students. Academic tutors, including FIne Arts teachers, will assist teachers with small group strategy and skill-based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow-up action planning to address area(s) of deficiency. Student and teacher data chats will be scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

Based on this data trend our focus will be to increase learning gains and achievement for grades 4 and 5 in addition to focusing on the needs of our black, LF and female students. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Virtual learning was an ongoing challenge that contributed to the needs of academic deficiency across all subgroups but especially, according to data, female, black, and LF students. Students with limited resources had issues with logging in with fidelity to their classes. Hybrid teaching was also a contributing factor. The previou school year presented a multitude of challenges that kept us from being able to continue our ability to progress monitor students with fidelity, meet in PLC's with fidelity to analyze data and plan for instruction. This school year, there is no virtual learning option and we will continue to implement the strategies in place from FY19 which include meeting regularly in PLC teams to disaggregate data and plan for instruction and progress monitor. Additionally, district personnel are able to visit our campus and provide support and coaching to staff members in grades 3-5 in both literacy and math content areas.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

In 2019 we had 9 students taking 6th grade math to 23 students. All 23 students were proficient. In grade 3 ELA there was a significant increase of 9 pts overall with proficiency. In FY19 40% of third graders were not proficient in ELA vs in FY21 31% of third graders were not proficient in ELA. Level 1's decreased by 9%

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We increased the number of students accessing advanced coursework and provided them with researched based instructional strategies to ensure their success in the program. We utilized classroom data to shift instructional staff in grade 3. These instructional changes met the needs of our diverse learners and provided students with rigorous instruction, intensive intervention with skills and strategies needed to increase student achievement.

**What strategies will need to be implemented in order to accelerate learning?**

1. Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and

a better future.

2. Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

3. Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

1. Our focus is to increase student achievement and engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons which will ultimately improve student achievement.

2. Ongoing and PD will be provided during staff meetings and on professional development days for all instructional staff.

3. Staff will also be supported at PLC's for ELA by utilizing district staff to provide PDD for the new Benchmark. Staff will have the opportunities to unpack standards, plan instruction, create anchor charts and analyze data to drive instruction moving into next units being taught.

4. Staff will also have the support of district math support weekly to support instruction, identify any areas of growth needed to improve instruction and meet the needs of all students in grades 3-5.

5. Staff will utilize differentiated instruction and standards based instruction to meet the needs of all learners.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

New Horizons will take specific actions in the areas of ELA and Math to ensure sustainability of improvement.

1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments implemented in grade 2. All students provided small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers) in grades 1-5. The goal is to close achievement gaps prior to entering grade 3. Extended learning opportunities provided for students performing below grade level in grades 2 and 3.

2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.

3. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

## Part III: Planning for Improvement

**Areas of Focus:**

| | |
|---|---|
| **#1. Instructional Practice specifically relating to ELA** | |
| **Area of Focus Description and Rationale:** | ELA's area of focus will be to ensure progress toward student achievement within ELA instruction to support our school literacy goals. ELA did not meet the learning goals established by the school leadership team for achievement and learning gains for the lowest 25% of students in all grade levels. Within this area of focus we will identify and progress monitor students performing below or slightly below grade level focusing on especially our lowest 25% subgroup, students with disabilities, and English Language Learners. |
| **Measurable Outcome:** | Improve ELA overall achievement from 67% to 72%, Overall Learning Gains from 70% to 75% and Learning Gains for Lowest 25% from 57% to 62% |
| **Monitoring:** | ELA will be monitored in grade 3 with iReady, FSQ's, USA's, winter district diagnostic, iStation, RRR's, SuccessMaker and FSA ELA and Math.<br>In grade 4 and 5 we will monitor with iReady, FSQ's, USA's, winter district diagnostic, iStation, RRR's, SuccessMaker and FSA ELA, Math and Science |
| **Person responsible for monitoring outcome:** | Dana Pallaria (dana.pallaria@palmbeachschools.org) |
| **Evidence-based Strategy:** | Teachers will engage in PLC's led by our school administrative team including administrators, dual language coach, PLC facilitators and district support personnel in both English and Spanish. |
| **Rationale for Evidence-based Strategy:** | Biweekly Professional Learning Communities are research based levers of high accountability and action planning which focus on the implementation of core actions that include text, task and talk. Students in the lowest 25% and retained 3rd grade students will receive additional ELA interventions from the SAI and reading endorsed teachers. ELA interventions would consist of LLI instruction, voyager passport, small group focused instruction and also instructional coaching opportunities for our 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.
a. Teachers will work collaboratively to unpack learning standards, including newly implemented B.E.S.T. standards in grades K-2 to ensure that teaching is meeting the intent and rigor outlined in each standard.
b. Professional Learning Communities will be utilized for the purpose of unpacking learning standards, selecting resources for instruction, and using data to drive instruction.
c. All teachers will follow the district scope and sequence ensuring that all applicable learning standards are taught and, when applicable, assessed throughout the school year.
d. Teachers in our dual language program will work with our dual language coach to ensure that standards specific to Spanish language acquisition are addressed in class and that students are provided opportunities for language transfer to build biliteracy, biculturalism, and academic success.

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

Teachers will work during PLC's to ensure their planning cycles include high-yield instructional strategies, data analysis, and the Florida Continuous Improvement Model.
a. Teacher leaders on most grade levels will receive training to be effective Professional Learning Community leaders and drive conversation at PLC meetings that are based in data and action planning.
b. Grade level teams will meet bi-weekly to ensure that lessons are consistently based on student need and are driven by accurate and up to date student data.
c. These meetings will include conversations about the implementation of high-yield instructional

strategies that leverage effective time management and yield maximum results for student achievement.
d. Teachers in grades K-2 will utilize the biliteracy language planner embedded in the Benchmark Literacy curriculum to ensure opportunities for language transfer are maximized between partnerships.
e. The Florida Continuous Model will support and drive conversations about student achievement during PLC's.

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

We will continue to develop a single school culture and appreciation of multicultural diversity with a focus on literacy across all content areas and a focus on daily small group reading instruction to ensure positive outcomes for all learners and ESSA subgroups.
a. Daily targeted small group instruction will be emphasized school-wide to meet the individualized needs of students with fidelity and support the closing of the achievement gap.
b. Teachers will utilize time during PLC and Common Planning to plan for small group instruction using data that supports teachers will aligning instruction to specific deficits, skills, or strategies students need.
c. Embedded within the literacy curriculum will be opportunities for students to engage in multicultural texts, projects, and culturally diverse school-wide events such as Hispanic Heritage parade and bilingual Book Fairs and Literacy Night.

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

Students in grade K-2 will be instructed using the full scope of the Benchmark Literacy curriculum including explicit phonics instruction and intervention in both English and Spanish for dual language learners.
a. Teachers will receive training from specialists within the school district's Literacy and Dual Language departments to support their understanding of the new literacy curriculum.
b. Teachers will work during PLC's to determine the appropriate use of resources to best meet the needs of their students.
c. All teachers will utilize the Literacy Planner included in the Teacher Resource System (print and digital) to support planning for instruction, assessment, intervention, acceleration, and reteaching.
d. Dual Language teachers will work collaboratively with the dual language coach to utilize the Bilingual Literacy Planner to ensure that students are afforded the opportunity for language transfer and can engage in work using standards specific for Spanish language acquisition.

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

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.
a. Students in the lowest 30% of achievement based on iReady results and/or classroom formative assessments will be identified as those that will be progress monitored.
b. Teachers will utilize and share their assessment data to support the progress monitoring process during PLC's and Common Planning.
c. When necessary and appropriate, additional human resources will be allocated to support instruction for students demonstrating an academic need.
d. The Multi-tiered Systems of Support (SBT) will be leveraged for students who are identified as needing additional support and interventions as well as formalized problem-solving, data collection, and progress monitoring.

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

The school will provide tutorial services before, during, and after school in grades K-5 for the lowest 30% of the students utilizing research-based resources and interventions to support student learning and achievement. The school will provide additional instruction ensure that students receive intervention daily in deficit areas for 30 minutes.

a. Using funding from the Village of Wellington Keely Spinelli Grant, students will be offered tutorial services before, during, and after school to meet their academic needs.
b. Tutoring will be focused on students in the lowest 30% and will focus on specific learning gaps identified in the curriculum as prerequisites that were missed due to either school closures, online, or hybrid learning environments.
c. The school master schedule has been modified to include daily small group support from Fine Arts teachers to help students acquire necessary strategies and skills to help close the achievement gap.

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

| #2. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | Ensuring student progress in Math to support the achievement of our school goals. |
| **Measurable Outcome:** | Improve Math overall achievement from 57% to 72%, Overall Learning Gains from 66% to 83% and Learning Gains for Lowest 25% from 38% to 65% |
| **Monitoring:** | Math will be monitored in grade 3-5 with FSQ's, USA's, district diagnostic assessments, SuccessMaker and FSA Math scores. |
| **Person responsible for monitoring outcome:** | Orlando Mastrapa (orlando.mastrapa@palmbeachschools.org) |
| **Evidence-based Strategy:** | Teachers will engage in PLC's led by our school administrative team including administrators, dual language coach, PLC facilitators and district support personnel. Progress monitoring of our Lowest 25% will determine the small group interventions put in place in the classroom to meet the school wide goals. |
| **Rationale for Evidence-based Strategy:** | Biweekly Professional Learning Communities are research based levers of high accountability and action planning which focus on the implementation of core actions that include text, task and talk. Students in the lowest 25% and retained 3rd grade students will receive additional ELA interventions from the SAI and reading endorsed teachers. ELA interventions would consist of LLI instruction, voyager passport, small group focused instruction and also instructional coaching opportunities for our 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.
a. Teachers will work collaboratively to unpack learning standards, including newly implemented B.E.S.T. standards in grades K-2 to ensure that teaching is meeting the intent and rigor outlined in each standard.
b. Professional Learning Communities will be utilized for the purpose of unpacking learning standards, selecting resources for instruction, and using data to drive instruction.
c. All teachers will follow the district scope and sequence ensuring that all applicable learning standards are taught and, when applicable, assessed throughout the school year.
d. Teachers in our dual language program will work with our dual language coach to ensure that standards specific to Spanish language acquisition are addressed in class and that students are provided opportunities for language transfer to build biliteracy, biculturalism, and academic success.

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

Teachers will work during PLC's to ensure their planning cycles include high-yield instructional strategies, data analysis, and the Florida Continuous Improvement Model.
a. Teacher leaders on most grade levels will receive training to be effective Professional Learning Community leaders and drive conversation at PLC meetings that are based in data and action planning.
b. Grade level teams will meet bi-weekly to ensure that lessons are consistently based on student need and are driven by accurate and up to date student data.
c. These meetings will include conversations about the implementation of high-yield instructional strategies that leverage effective time management and yield maximum results for student achievement.
d. Teachers in grades K-2 will utilize the biliteracy language planner embedded in the Benchmark Literacy curriculum to ensure opportunities for language transfer are maximized between partnerships.

e. The Florida Continuous Model will support and drive conversations about student achievement during PLC's.

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

We will continue to develop a single school culture with a focus on daily small group math instruction to ensure positive outcomes for all learners and ESSA subgroups.
a. Daily targeted small group instruction will be emphasized school-wide to meet the individualized needs of students with fidelity and support the closing of the achievement gap.
b. Teachers will utilize time during PLC and Common Planning to plan for small group instruction using data that supports teachers will aligning instruction to specific deficits, skills, or strategies students need.
c. teachers will utilize small group time to specifically address skills or strategies identified as gaps in the curriculum attributed to learning loss from school closures, online learning, or hybrid learning.

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

Students in grades K-5 will be instructed using daily number talks/routines, SuccessMaker, Reflex Math (grades 2-5), student-centered math discussion, and daily comprehension checks.
a. Teachers in grades 3-5 will receive weekly support from district math specialists who will introduce and/or refine instructional strategies utilized to best meet student's needs.
b. Professional development opportunities will be provided to teachers related to daily number talks/routines, using SuccessMaker data to drive instruction, and student-centered math discussions.
c. Teachers will monitor SuccessMaker usage for students including supporting students with skill deficits and celebrating successes when students demonstrate adequate growth.
d.. Students will leverage math fact fluency software to support their understanding of math facts which will in turn support their understanding ability to solve more complex math word problems and equations.

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

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.
a. Students in the lowest 30% of achievement based on SuccessMaker results and/or classroom formative assessments will be identified as those that will be progress monitored.
b. Teachers will utilize and share their assessment data to support the progress monitoring process during PLC's and Common Planning.
c. When necessary and appropriate, additional human resources will be allocated to support instruction for students demonstrating an academic need.
d. The Multi-tiered Systems of Support (SBT) will be leveraged for students who are identified as needing additional support and interventions as well as formalized problem-solving, data collection, and progress monitoring.

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

The school will provide tutorial services before, during, and after school in grades K-5 for the lowest 30% of the students utilizing research-based resources and interventions to support student learning and achievement. The school will provide additional instruction ensure that students receive intervention daily in deficit areas for 30 minutes.
a. Using funding from the Village of Wellington Keely Spinelli Grant, students will be offered tutorial services before, during, and after school to meet their academic needs.
b. Tutoring will be focused on students in the lowest 30% and will focus on specific learning gaps identified in the curriculum as prerequisites that were missed due to either school closures, online, or hybrid learning environments.
c. The school master schedule has been modified to include daily small group support from Fine Arts teachers to help students acquire necessary strategies and skills to help close the achievement gap.

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

## Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**After reviewing the aforementioned website for state data, our school had three incidents reported to the state through the SESIR system (2 threats/intimidation and 1 sexual harassment). All of the incidents identified as state reported incidents on campus were addressed through our school-based Crisis Intervention Team, Threat Assessment Team, district CAPE team, school counselor, and mental health professional. When compared to other elementary schools, our rate of incidence is at or below the threshold for majority of elementary schools. Our incident rate for every 100 students is at or below 0.4 and the school district averages approximately 0.7 incidents per 100 students.**

**Our school has a very strong Positive Behavior Support system in place and benefits from a strong SBT system whereby problem-solving and data analysis for problem behaviors are discussed and interventions are put in place to support students in need. The interventions utilized are research-based and allow for progress-monitoring and data collection. Additionally, the school benefits from a Crisis Intervention Teacher as well as a licensed Mental Health Behavioral Professional on campus that can provide therapy and support for students that demonstrate a behavioral need or are going through trauma. When appropriate, the Mental Health Behavioral Professional refers families and students to outside services that support their needs. The behavior component of our School-based Team is a core strength as are the Tier 1 School-wide Positive Behavior Support systems which have recently been recognized at the state level as being a Gold level model school.**

**Our school-based discipline data indicates that students receiving several school-based discipline referrals are referred to the school-based team with fidelity. Interventions and progress monitoring tools are put in place to support students. The data gathered from these interventions are reviewed regularly and students identified with significant behavioral concerns are evaluated in the event a behavioral disorder is present. These processes are continuously monitored for fidelity of implementation and modified based on the needs of students, when needed. School-based discipline data is regularly shared at faculty meetings and also at committee meetings where behavior is discussed. Additionally, behavior data is shared with stakeholders, such as the School Advisory Council, at least once per year.**

## 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.**

New Horizons Elementary School strives to foster strong relationships with students, families, local businesses, and community stakeholders. This is evidenced by the multiple local and state level recognition awards the school has received over the past 5 years including the Florida Five Star School recognition, Gold level Positive Behavior Support Model School, Golden School Award, and also the low incidence rate of state-level reported discipline incidents.

The school benefits from an active School Advisory Council membership and a very supportive Parent Teacher Association that also supports students, teachers, and school initiatives. The school, along with the PTA and SAC, reach out to 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, Hispanic Chamber of Commerce, Wellington Gardening Club, and the Norton Museum of Art 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 students and staff. Our school also hosts 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 several years 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 assist 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.

In addition, as stipulated within Florida Statute & Policy 2.09 New Horizons ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks 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 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution
(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the whe

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

School administration oversees all facets of the promotion of a positive culture and environment at the school including analyzing school discipline data, establishing mutually beneficial relationships with local businesses and community members, leveraging partnerships with PTA and SAC to promote the achievement of school goals, and establish guidelines for the raising and allocation of funding for school improvement. The School Counselor and Behavior Health Professional work collaboratively to meet with and provide services to students in small groups or individually to support their behavior and emotional needs. Additionally, our Crisis Intervention Teacher on campus supports students with significant behavior concerns and provides interventions to support their growth and to promote positive behaviors on campus.

Our School Advisory Council supports our school's positive culture by providing input and approving school improvement initiatives as well as voting on funding allocations to support school improvement when possible. Our Parent Teacher Associations supports our school through providing avenues whereby parents can volunteer on campus to support teachers and students at special events or day to day operations. Additionally, the PTA supports the school through quarterly fundraising efforts and allocated those funds in ways that support the school's improvement goals and provides a positive culture for the school through encouraging community involvement.

The School-based team supports positive culture and enviornment at the school by working directly with teachers to support students with behavioral needs. Interventions are recommended to support the student, implemented, and progress monitored through data collection. These scaffolds generally have a positive impact on majority of the school population and provides students opportunities to reshape any behaviors that don't align with the school's expectations. The School-wide Positive Behavior Support committee meeds monthly and establishes a school-wide behavior matrix, outlines school expectations across all settings, and establishes a token economy where students can earn/purchase rewards using tickets they

earn for meeting or surpassing school-wide expectations.This committee also reviews discipline data at each meeting and provides additional recommendations to support struggling students. Additionally, this committee establishes protocols and events to promote collegiality and positivity as well as recognition for staff members.