

The School District of Palm Beach County

New Horizons Elementary School



2022-23 Schoolwide Improvement Plan

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New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

<https://nhes.palmbeachschools.org>

Demographics

Principal: Dana Pallaria

Start Date for this Principal: 7/1/2018

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2021-22 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	2021-22: A (62%) 2018-19: A (68%) 2017-18: A (67%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<https://nhes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-7	No	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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	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.
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. 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.
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. 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.
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 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.
Gomez, Cynthia	Curriculum Resource Teacher	Collaborates with grade level teachers to plan for instructional needs of students identified as English Language Learners. Meets with parents to determine family needs and engages additional school personnel and services to support students. Advocates on behalf of English Language Learners. Serves as a sponsor for Safety Patrol club for 5th grade students.

Demographic Information

Principal start date

Sunday 7/1/2018, Dana Pallaria

Number of teachers with a 2022 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 2022 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.*

11

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

723

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	106	116	116	99	110	0	0	0	0	0	0	0	647
Attendance below 90 percent	0	33	25	31	16	19	0	0	0	0	0	0	0	124
One or more suspensions	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	17	18	45	24	12	0	0	0	0	0	0	0	116
Course failure in Math	0	10	12	28	16	17	0	0	0	0	0	0	0	83
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	19	18	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	27	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	2	2	18	0	0	0	0	0	0	0	0	0	22

Using the table above, complete the table below with the number of students by current grade level who have 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	12	14	34	19	24	0	0	0	0	0	0	0	103

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	3	10	5	2	0	0	0	0	0	0	0	20
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

Monday 8/29/2022

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	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	

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	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	2	10	6	2	0	0	0	0	0	0	0	20
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	52%	55%				67%	56%	61%
ELA Learning Gains	67%						70%	58%	59%
ELA Lowest 25th Percentile	44%						57%	55%	54%
Math Achievement	60%	45%	42%				72%	53%	62%
Math Learning Gains	76%						83%	55%	59%
Math Lowest 25th Percentile	67%						65%	52%	52%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	57%	48%	54%				59%	45%	56%
Social Studies Achievement		57%	59%					75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	54%	6%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	67%	62%	5%	58%	9%
Cohort Comparison		-60%				
05	2022					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-67%				
06	2022					
	2019					
Cohort Comparison		-66%				
07	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	65%	-14%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	70%	67%	3%	64%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-51%				
05	2022					
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-70%				
06	2022					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison		-81%				
07	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	51%	5%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				
07	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	50	47	33	54	55	28				
ELL	58	66	50	60	84	82	48				
BLK	29	41	23	33	61	46	36				
HSP	69	70	52	65	78	76	57				
MUL	70			60							
WHT	77	76		65	81		73				
FRL	55	61	39	50	69	63	48				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	64
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	73
Total Points Earned for the Federal Index	509
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	65
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67

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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	74
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, students generally performed better in terms of growth across all grade levels in the content area of mathematics as opposed to ELA. ELA currently has a higher overall proficiency rate from 65% compared to 60% in Math but we lost ground in ELA and gained significant ground in Math last school year. This is evidenced by analysing the subgroup FSA data and school grade level data where we significantly surpassed our school's goals in math whereas in ELA we met or came in just under our School Improvement goals for school year 2021-2022. Our English Language Learner population performed significantly better than it has in previous school years and our students with disabilities performed at or above the previous years metrics when analysing the FSA data. The same can be noted for students that are eligible for the Federal Free and Reduced lunch program whereby their performance was on par or better than previous year's data. One point of emphasis and opportunity for growth is focusing on our african american and/or black population. Our students accessing advanced

mathematics coursework in grades 4 and 5 performed very well with over 95% of the 90 students performing at or above proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on a thorough analysis of student data from state assessments, the subgroups of students that demonstrate the greatest need are African American and/or students with disabilities in both Math and English Language Arts. Generally, all of our students are performing better in Math than Reading with the exception of female students which are slightly underperforming their male counterparts in mathematics. When looking closely at our target population of African American students, the area of growth they would benefit the most from is literacy. Students with disabilities did not demonstrate adequate growth in neither math nor ELA. The number of students accessing advanced mathematics coursework has increased significantly over the past 3 years growing from a total of 48 students enrolled in 2020-2021 to over 200 students currently enrolled in the 2022-2023 school year.

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

In the previous school year, students that scored a level 1 or 2 respectively on their Florida Standards Assessment were not always placed or scheduled into courses taught by highly effective or veteran teachers. Those students in school year 2021-2022 were scheduled mostly with teachers that had 0-3 yrs teaching experience whereas this year, only 9% are scheduled with teachers in that same category. Currently the vast majority of students that need the most academic support are scheduled with teachers that are more experienced and more effective. It is possible also that students may not have been privy to the early identification process with as much fidelity to the multi-tiered systems of support process as they should have been due to a number of extenuating staffing circumstances. This school year, we are fortunate to be 100% staffed and have zero teaching vacancies. This could be subject to change based on unforeseen circumstances outside of the school's control. Further, we added another exceptional student education resource teacher to our staff to better meet the needs of our students with disabilities and support them more consistently (5 days per week as opposed to 2 days).

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement based off of progress monitoring and state assessments were in the mathematics content area. Although our school did well and met or came close to their literacy goals, it is evident that the literacy content area is not currently as strong as the mathematics content area across the board. Mathematics across the board was an area of great improvement showing growth in most reporting categories, subgroups, and as well as access to advanced mathematics coursework. The number of students accessing advanced mathematics coursework has increased significantly over the past 3 years growing from a total of 48 students enrolled in 2020-2021 to over 200 students currently enrolled in the 2022-2023 school year. Not only are more students accessing the coursework, but more than 95% of 4th and 5th grade students enrolled in advanced mathematics coursework scored at proficiency or above when testing above grade level mathematics FSA.

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

Our school benefitted from a dramatic shift in culture in terms of how we approached mathematics curriculum specifically as it relates to removing barriers to who can access advanced coursework. Our school currently holds the philosophy that all students in 3rd grade, regardless of their subgroup, disability, race, or gender are enrolled in the advanced 3rd grade mathematics course. This has resulted

in a dramatic increase the volume of students continuing to access advanced mathematics coursework in 4th, 5th, and middle school grades. It has also afforded our school the opportunity to more clearly identify students that are struggling or may not be as strong in the mathematics content area. Our school also reached out to a district mathematics specialist to provide feedback, coaching, and support for teachers as well as small group targeted remedial instruction for students in an effort to increase student performance. Conversations in Professional Learning Communities in grades K-2 now look at next grade level standards to vertically plan understanding that in third grade students will have an opportunity to accelerate their learning in a more concrete and structured curricular framework.

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

Our school Our school currently holds the philosophy that all students in 3rd grade, regardless of their subgroup, disability, race, or gender are enrolled in the advanced 3rd grade mathematics course. This has resulted in a dramatic increase the volume of students continuing to access advanced mathematics coursework in 4th, 5th, and middle school grades. It has also afforded our school the opportunity to more clearly identify students that are struggling or may not be as strong in the mathematics content area. Our school also reached out to a district mathematics specialist to provide feedback, coaching, and support for teachers as well as small group targeted remedial instruction for students in an effort to increase student performance. Conversations in Professional Learning Communities in grades K-2 now look at next grade level standards to vertically plan understanding that in third grade students will have an opportunity to accelerate their learning in a more concrete and structured curricular framework. Our school will also continue to leverage small group instruction where lessons are scaffolded based on student data to meet the needs of learners.

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.

Our school is fortunate to continue to receive the support of a school district mathematics specialist and will continue the accelerated mathematics coursework approach that is showing success for students. Our school will continue with weekly or biweekly PLC's where teachers can unpack learning standards, engage in student data analysis, action planning, and vertical planning when appropriate. Our school will also continue to receive professional development opportunities in the areas of mathematics small group instruction. We will also leverage our expertise in house with enlisting the support of our veteran and highly effective teachers to provide support to grade level peers and also to share their expertise at school based professional development sessions.

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

Looking ahead to sustaining our previous year's successes into this year and future years, we plan to continue to engage our student demographics in advanced coursework, providing tutorial for students that demonstrate an academic need, and partnering with our parent community and business partnerships to cultivate opportunities beyond our classroom for learning. Our school-based team/ intervention system will continue to be refined to support student needs and utilize our school district's reading intervention manual to identify and provide appropriate early identification and intervention based on student's needs. Additionally, our school site is home to 3 PreK units and 3 VPK with two of the VPK units following a 50/50 dual language immersion program mode. These units not only provide students an opportunity to engage in learning and preparation for Kindergarten, but also unlock a number of services for students based on their individual learning needs and in some cases, their individual education plans. Students with specific needs are supported by behavioral support personnel, Speech/Language Pathologists, and certified teachers. Our school will continue to recruit and conduct surveys of our community's needs for early childhood education to determine if additional units are needed to meet the needs of both students and the community.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students in the economically disadvantaged subgroup that also were lowest 25% and black/African American demonstrated minimal increase or decrease in performance in English Language Arts. Comparing school data from previous year shows us that in ELA, overall achievement dropped 4.4%, ELA gains dropped 3.1%, and 10.5% drop in ELA Low 25% gains. This subgroup was also identified as performing below the state 41% threshold representing the only subgroup to be flagged in that respective area of data analysis. ELA achievement for black students was 29% overall for Math it was 33% overall. Students with disabilities also did not perform as well as our school had set goals for despite this subgroup wasn't flagged for not meeting the 41% threshold for performance. By focusing our efforts on improving instructional practices and aligning our instruction to meet the correct rigor identified in the BEST standards, our plan is to improve instruction to support and improve the performance of multiple ESSA subgroups including Black/African America, Free and Reduced Lunch, and Students with Disabilities.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students that identify as black/African American as well as students with disabilities will improve their overall achievement in both Mathematics and ELA to at least 41% proficiency across all reporting categories in the ELA and Math content areas. With the new progress monitoring assessments taking place over 3 test administration windows, we anticipate receiving a baseline data read by the end of September or beginning of October and be at least halfway to our goal of 41% by the second test administration window in December and January. We plan to meet or surpass our 41% goal for the target group of students by the third administration window in May of 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring for this Area of Focus will include utilizing classroom based assessments, supplemental educational software programs (iReady and SuccessMaker), and reviewing student data as the results of the state's new FAST Progress Monitoring assessments become available. Additionally, student data will trigger possible inclusion in formalized intervention within our school's multi-tiered systems of support framework. This would also include weekly progress monitoring assessments/probes whereby the school and relevant staff could ascertain a student's growth or lack thereof. Our school will also utilize this goal as an opportunity to hone in on early intervention for students in grades K-1 within the same subgroups (SWD, FRL, Black/African American).

Person responsible for monitoring outcome:

Dana Pallaria (dana.pallaria@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Teachers will utilize the Professional Learning Community meetings on a weekly or biweekly basis to unpack Florida's BEST standards in ELA and Mathematics to gain a deeper understanding of the requirements the new Florida standards demand from our students. PLC's will also include opportunities for teachers to engage in the Continuous Improvement Model whereby student data is disaggregated, analyzed, and an action plan for remediation and/or acceleration is developed to support student achievement. PLC's will also include time for common-planning where teachers can ensure that whole group, small group, and intervention lessons are aligned with the scope and intended rigor of the

implemented for this Area of Focus.

Florida BEST standards including ensuring that curricular resources adequately align and meet the demands of the new standards.

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy.****Describe the resources/criteria used for selecting this strategy.**

Research suggests that a properly structured Professional Learning Community framework for teacher collaboration supports teacher efficacy in implementing curriculum, increases understanding of the full intent and rigor of learning standards, increases teacher's understanding of how to properly identify and plan for instruction for all students, and increases overall collaboration and collegiality. New Horizons will structure their PLC's traditionally using the following questions:

- What will students learn?
- How will we teach students what they are supposed to learn?
- How will know students have learned what they are supposed to learn?
- What will we do for students that don't demonstrate the appropriate level of understanding?

By focusing PLC conversations on these guiding questions and leveraging accurate student data from classroom based assessments, data from supplemental digital platforms, and state Progress Monitoring assessments, we plan to meet or exceed our school's goals outlined in this plan.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Learning Communities will become an integral part of our school's academic culture. PLC's will be scheduled weekly or biweekly and will include grade level teachers, grade level support/resource teachers, and will leverage the expertise of teachers within our campus and also district content area specialists when possible. As part of our school culture, we will continue to define our instructional approach and multicultural diversity with a focus on literacy across all content areas and a focus on daily small group instruction in both reading and mathematics to ensure positive outcomes for all learns and ESSA subgroups. Daily targeted small group instruction and embedded literacy curriculum using opportunities to engage in multicultural texts, projects, and culturally diverse school-wide events such as Hispanic Heritage, bilingual Book Fairs, and Math & Literacy Nights.

Person**Responsible**

Dana Pallaria (dana.pallaria@palmbeachschools.org)

Professional Learning Communities will include opportunities for teachers to engage in the continuous improvement model by focusing on the following guiding questions:

- What will students learn?
- How will we teach students what they are supposed to learn?
- How will know students have learned what they are supposed to learn?
- What will we do for students that don't demonstrate the appropriate level of understanding?

These guiding questions will not only support the teacher's ability to plan for effective and targeted instruction after fully understanding the scope and intent of the BEST standards, but to also identify and plan for remediation/acceleration for appropriate subgroups of students including those identified as our school's Area of Focus.

Person**Responsible**

Dana Pallaria (dana.pallaria@palmbeachschools.org)

Students will be immersed in rigorous tass encompassing the full intent of the FLorida state standards and content required by Florida statute 1003.42. Teachers will work collaboratively to unpack the BEST standards in grades K-5 to ensure that teaching is meeting the intent and rigor outlined in each standard. Teachers will follow the district scope and sequence ensuring that all applicable learning standards are taught and, when applicable, assessed throughout the school year. Teachers in our dual language program will work collaboratively 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)

The school will use a robust progress monitoring system to plan and guide our efforts to intervene and support student learning in both ELA and math. This includes leveraging support staff to provide tutorial and remedial instruction before, during, and after school when possible. Students will receive additional instruction in the area of their greatest need by teachers who meet the qualifications (i.e. Reading Endorsed) to provide those supports. The school master schedule has been written to support students during the school day with resource teachers as well as Fine Arts teachers. 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. Tutoring will be focused on students in the lowest 30% or identified in our school's area of focus. .

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 in her work with whole classes, small groups, and individuals based on need.

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

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. Additionally, our PTA reaches out to community and business partners to create engagement opportunities off campus whereby families, staff, and students can interact and enhance our school's positive culture and standing in the community.

Students are afforded opportunities to engage in school-based clubs and organizations sponsored by our staff members. These clubs include chess, Spanish, Music, Art, Battle of the Books, SECME, Academic Games, among others. The school also utilizes leases to allow outside vendors to provide afterschool activities and clubs for students to explore extracurricular interests and engage in opportunities to extend their learning.

The School-based team supports positive culture and environment 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 meets 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.