

The School District of Palm Beach County

New Horizons Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	26

New Horizons Elementary School

13900 GREENBRIAR BLVD, Wellington, FL 33414

<https://nhes.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning.
Anthony, Monica	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. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
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. Establishes school data collection, analysis, and reporting systems to assess student progress.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All community members including local NH business partners, families and village council members are invited to the SAC meeting and are given the opportunity to participate in discussion about the SIP, give their input, provide feedback in the development of the SIP and the direct impact it has on their children and all students. The school leadership team, teachers and school staff who joined as members were all welcomed and provided opportunities to be a part of decision making process for SIP. STaff are all invited to the faculty meeting to review the prior years SIP, look at the mid year review and eview schoolwide assessment data. Staff is then given the opportunity to discuss in small groups their analysis and root causes and factors that may or may not of contributed to the results. Input is then summarized and shared with team leaders who support the development of the new FY SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation throughout the year. We will monitor mastery of grade level benchmarks through the use of Informal assessments, USA's, iReady, iStation, FAST and STAR. The FAST and STAR assessments will occur three times a year PM 1, 2,3 in English Language Arts and Math. The annual WIDA test will be used to monitor the impact on increasing the achievement of ELL students in meeting the State standards especially those students that have the greatest achievement gaps. The FSAA will be an annual assessment used to monitor the impact on increasing the achievement of ESE students meeting the state standards. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender ensuring that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. PLC's and CP occur biweekly to analyze all leading data to create action steps to move forward to meet the SIP goals and close achievement gaps. Team leader meetings, Admin meetings, faculty meetings and SAC meetings will consistently review the data, determine action steps to revise to ensure continuous improvement of all students. At NH we conduct weekly instructional walkthroughs and share and discuss the grows needed to increase the achievement of students. The admin team reviews lesson plans, attendance, discipline, social emotional learning concerns, informal and formal observations. SLL lessons are implemented within our FA to ensure we are meeting the needs of all learners.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	73%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: A 2019-20: A 2018-19: A 2017-18: A</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	29	29	36	32	23	26	0	0	0	175
One or more suspensions	1	1	0	0	2	5	0	0	0	9
Course failure in English Language Arts (ELA)	31	56	41	41	44	25	0	0	0	238
Course failure in Math	16	28	24	31	32	16	0	0	0	147
Level 1 on statewide ELA assessment	0	0	0	26	23	21	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	38	41	22	0	0	0	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	27	21	23	10	0	0	0	94

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	19	33	25	44	46	35	0	0	0	202

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	7	9	5	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	33	25	31	16	19	0	0	0	124
One or more suspensions	0	0	1	2	1	0	0	0	0	4
Course failure in ELA	0	17	18	45	24	12	0	0	0	116
Course failure in Math	0	10	12	28	16	17	0	0	0	83
Level 1 on statewide ELA assessment	0	0	0	10	19	18	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	3	27	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	2	18	0	0	0	0	0	22

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	14	34	19	24	0	0	0	103

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	3	10	5	2	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	33	25	31	16	19	0	0	0	124
One or more suspensions	0	0	1	2	1	0	0	0	0	4
Course failure in ELA	0	17	18	45	24	12	0	0	0	116
Course failure in Math	0	10	12	28	16	17	0	0	0	83
Level 1 on statewide ELA assessment	0	0	0	10	19	18	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	3	27	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	2	18	0	0	0	0	0	22

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	14	34	19	24	0	0	0	103

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	3	10	5	2	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	49	53	65	52	55	67		
ELA Learning Gains				67			70		
ELA Lowest 25th Percentile				44			57		
Math Achievement*	56	51	55	60	45	42	57		
Math Learning Gains				76			66		
Math Lowest 25th Percentile				67			38		
Science Achievement*	52	46	52	57	48	54	51		
Social Studies Achievement*		63	68		57	59			
Middle School Acceleration		68	70		51	51			
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	48	53	55	73	64	70	72		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	509
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	29	Yes	2	1
HSP	58			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	73			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	65			
AMI				
ASN				
BLK	38	Yes	1	
HSP	67			
MUL	65			
PAC				
WHT	74			
FRL	57			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			56			52					48
SWD	32			35			20				5	22
ELL	38			43			35				5	48
AMI												
ASN												
BLK	27			35			27				4	
HSP	65			57			50				5	49

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	73			67			76				4	
FRL	41			42			41				5	49

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	67	44	60	76	67	57					73
SWD	36	50	47	33	54	55	28					50
ELL	58	66	50	60	84	82	48					73
AMI												
ASN												
BLK	29	41	23	33	61	46	36					
HSP	69	70	52	65	78	76	57					70
MUL	70			60								
PAC												
WHT	77	76		65	81		73					
FRL	55	61	39	50	69	63	48					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	67	70	57	57	66	38	51					72
SWD	33	46		40	23		23					45
ELL	58	54	50	46	62	46	35					72
AMI												
ASN												
BLK	44	63		36	58		33					
HSP	72	72	50	59	74	47	61					72
MUL												
PAC												
WHT	75	76		73	59		45					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	59	64	50	47	64	41	49					73

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	56%	3%	54%	5%
04	2023 - Spring	64%	58%	6%	58%	6%
03	2023 - Spring	59%	48%	11%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	91%	54%	37%	54%	37%
07	2023 - Spring	*	36%	*	48%	*
03	2023 - Spring	57%	57%	0%	59%	-2%
04	2023 - Spring	33%	52%	-19%	61%	-28%
05	2023 - Spring	46%	56%	-10%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	51%	-4%	51%	-4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component for FY23 FAST ELA showed the lowest performance subgroup was Black/African-American students that fell below the 41% threshold. In 2018-2019 in ELA FSA their proficiency was 57%, in 2021-2022 in ELA FSA their proficiency decreased to 44%, in 2022-2023 their proficiency was 29% on the FAST in PM3. In 2018-2019 Math FSA proficiency was at 68% for our Black/African-American students, in 2021-2022 in Math FSA proficiency was 36% and on the FAST PM 3 proficiency was 31%, In 2018-2019 in Science our Black/African American students proficiency was 35%, in 2021-2023 our Black/African American proficiency was 33% and in 2022-2023 our Black/African American proficiency was 24%. The contributing factors that affected FY23 FAST ELA Black/African-American performance were the following: We had many students who registered mid-year that did not receive a full year of academic instruction in ELA, Math and Science. We lost our best Math teacher to medical leave and she also worked with our Black/African American students in tutorial three days a week. We had many transient Black/African American students. Our Black/African American students had inconsistent attendance and we held truancy meetings as well as conducted home visits to support families. Our Black/African American students are still experiencing the COVID slide and achievement gap specifically in third grade through fifth grade. Our Black/African American students had a new digital testing experience as well as new BEST standards being taught in a much quicker pace on the scope and sequence. Many of our Black/African American students qualified for McKinney Vento. We had several students that were retained in third grade but met the late promotion requirements and were put into fourth grade in late October missing almost an entire trimester of 4th grade math. Finally, students were lacking in the fundamental skills of socializing with peers and lacking confidence due to the previous two years during COVID which impacted their academic ability to be successful.

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

New Horizons Elementary School had the greatest decline from the prior year in FAST ELA for the subgroup of Black/African-American students. Contributing factors that lead to the decline of Black/African-American students were: students who registered mid-year did not receive a full year of academic instruction; transient students; inconsistent attendance; COVID slide and achievement gap; new digital testing experiences; loss of tutorial support schoolwide; increase in students qualifying for McKinney Vento; transitioning back to in person full time systems and procedures; students that met good cause in late fall and promoted to next grade level; Intervention groups were interrupted due to lack of substitute teachers and shortage of teachers in the classroom due to being out sick, and knowledge of technology all played a major role in impacting the decline of the FAST ELA for the subgroup of Black/African-American students.

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

The data proves to show that FY23 ELA results for New Horizons Elementary School were above the state average. New Horizons Elementary School had 28% level 3 and the state showed 24%. New Horizons Elementary School had 25% level 4 and the state showed 20%. New Horizons Elementary School had 12% level 5 and the state showed 10%. The data proves to show that FY23 Math results for New Horizons Elementary School were above the state average. New Horizons Elementary School had 26% level 3 and the state showed 26%. New Horizons Elementary School had 22% level 4 and the state showed 17%. New Horizons Elementary School had 13% level 5 and the state showed 10%. The data proves to show that FY23 Science results for New Horizons Elementary School were above the state average. New Horizons Elementary School had 28% level 3 and the state showed 27%. New Horizons Elementary School had 14% level 4 and the state showed 12%. New Horizons Elementary School had 14% level 5 and the state showed 14%. The factors that positively impacted our achievement above

state level is consistent standards based instruction, teacher retention, monitoring student data disaggregation in PLCs, data driven instruction, continuous professional development.

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

In 4th grade our proficiency level in Florida State Assessment Testing in ELA increased from 62% to 64% from PM2 to PM3. WE also saw an increase when comparing Florida State Assessment Testing in Progress Monitoring Window 1 to Progress Monitoring Window 2 FY23 for our ESE identified subgroups which increased from 31% to 33%. The actions that New Horizons Elementary School took that positively impacted our fourth grade student achievement and our ESE subgroup student achievement were as follows: consistent standards based instruction, teacher retention, monitoring student data disaggregation in PLCs, data driven instruction, continuous professional development, consistent weekly tutorial groups, consistent weekly ESE support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern would be absences greater than 10 days in grades Kindergarten through Fifth Grade. In Kindergarten there were 29 absences; First Grade 29 Absences; Second Grade 36 absences; Third Grade 32 absences; Fourth Grade 23 absences; Fifth Grade 25 absences. Another area of concern is course failure in English Language Arts in Kindergarten through Fifth Grade. In Kindergarten there were 31 students; First Grade had 56 students, Second Grade had 41 student, Third Grade had 41 students, Fourth Grade had 44 students, Fifth Grade had 25 students.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. Continue utilizing out of system tutors to support primary and intermediate classrooms for ELA and math focusing on the needs of our ESSA identified subgroups. Continue an inclusion model for ELA and math block for SWD and ELLs. We will analyze student data to identify which students fall under various subgroup categories. Student who fall within our ESSA subgroups will specifically be monitored for progress and receive additional support by teachers by ensuring that lessons are planned based on the specific needs of the students. In addition, we will thoroughly review Black/African-American student data and provide support as needed. We plan to ensure that teachers are provided with uninterrupted collaborative planning focused on standards based instruction, on going professional development in ELA and math and utilize iReady diagnostic results to create fluid instructional groups and align resources to provide intervention to targeted students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions

- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will focus and apply culturally responsive teaching techniques addressed during PLCs, in order to for instructional staff to engage Black/African-American students and build relationships so that students feel valued and a part of the school environment, If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning in order to improve students achievement. If we focus on standards based instruction, we will be able to increase Black/African-American academic achievement and ensure alignment to the districts strategic plan. In FY22, our Black/African-American students scored 38% on the FSA ELA. In FY23, Black/African-American students scored 29% on the FAST PM3 for ELA.

New Horizons staff will continue to build positive relationships with our Black/African-American parents through individualized parent conferences. Staff will participate in various parent universities and family engagement evenings. We will utilize title I funds for substitutes to support teachers for flexible conference schedules and parent universities. parents with a more flexible conference schedule. Our parent liaison will support our Black/African-American families by providing them with any academic and SLL skills. The parent liaison will also reach out and provide community resources that families may need. Our school counselor will collaborate with all stakeholders in the community to support the academic achievement of our Black/African-American students. New Horizons Elementary School will continue their partnerships with the Black/African-American student union.

Measurable Outcome:

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

The specific measurable outcome NH plans to achieve for our students that identify as black/African American is to 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. Utilizing the FAST PM1, 2, 3 , iReady fall assessment and EOY levels we anticipate receiving a baseline data read by the end of August we will be able to use the current data and compare it to the EOY data to plan for instruction and remediation in small groups. We hope to be at least halfway to our goal of 41% by the second test administration window in January for FAST and iReady. We plan to meet or surpass our 41% goal for the target group of students by the third administration window in May of 2024.

Monitoring:

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

This area of focus will be monitored for the desired outcome using district USAs, FAST, STAR, informal assessments, iReady progress monitoring and diagnostic tests in the fall , winter and spring, instructional walkthrough data collection shared with the leadership team, at PLC meetings with all grade levels where staff would post data to the data walls to discuss biweekly and drive instruction. ESOL, ESE and Resource teachers for ELA and Math would meet monthly to review the data of their students and look at all ESSER groups but specifically male and female black/African American and multiracial students and monitor for the desired outcome.

Person responsible for monitoring outcome:

Dana Pallaria (dana.pallaria@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Incorporate Small group instruction to support students' learning at their ability with a variety of tasks processes and products. FAST tutoring programs to ensure supplemented learning with additional resources and support. Professional Learning Communities (PLC) and Professional Development (PD) will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategies, coaching, and support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction including USA's and other informal data to meet the students' need(s) for standards based instruction and to identify areas of weaknesses for targeted remediation. Students who participate in fast tutoring will demonstrate and increase student achievement based on current data gathered from formal and informal assessments. PLCs and PDs allow teachers and leadership an opportunity to collaborate, analyze data, make decisions to drive instruction, and improve student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Incorporate Small group instruction:

Students will be assessed using USA's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses. Teachers will analyze student data to determine strengths and weaknesses in content area. Teachers will create all small group rotational cycles to ensure all students supported at their abilities specifically Black/African American students. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Monica Anthony (monica.anthony@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from FY23 and they will conduct formative assessments iReady and FAST PM1 to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

New Horizons Elementary School will focus and apply a positive culture and environment in order to increase family engagement in supporting our Black/African-American student success which will align with the districts strategic plan which focuses on Strategic Theme B.2. New Horizons Elementary School will utilize parent universities as a tailored hub to help students and families navigate district processes to achieve their educational goals which also aligns to the districts strategic plan under strategic theme B.2a. New Horizons Elementary will promote a positive culture and environment by doing the following: staff will participate in various parent universities and family engagement evenings to promote a positive culture and environment. We will utilize title I funds for substitutes to support teachers for flexible conference schedules and parent universities. parents with a more flexible conference schedule. Our parent liaison will support our Black/African-American families by providing them with any academic and SLL skills. The parent liaison will also reach out and provide community resources that families may need. Our school counselor will collaborate with all stakeholders in the community to support the academic achievement of our Black/African-American students. New Horizons Elementary School will continue to celebrate Black/African-American students academic and SLL successes monthly on the morning news announcements. Black/African-American students. We will continue to ensure that our Black/African-American students receive "Trailblazer Tickets" for following SWPBS across all academic school settings and will "cash in" for a reward of choice to promote a positive school culture.

Measurable Outcome:

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

New Horizons Elementary School has focused on hiring and retaining teachers of diverse backgrounds that students can connect with and feel comfortable in their learning environment. New Horizons used their SEQ results and Principals Dashboard results to create and expand our staff population and maintain a balanced diverse staff to student ratio. Based on New Horizons discipline data and evidence collected from our iShine folders (evidence collected on expected behaviors) we will continuously monitor our Black/African-American students and focus on building positive relationships to ensure that students receive maximum instructional time which will improve student achievement. New Horizons school counselor supports students by providing mentors to students who need additional motivation in academic and SLL support.

Monitoring:

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

This area of focus will be monitored for the desired outcome using SEQ results, iShine folder data collection, discipline data reports, attendance, and increasing instructional time through walkthroughs and check-ins with students. This will increase positive relationships with students and increase student performance which will be monitored through data disaggregation in PLCs, informal, and formal observations.

Person responsible for monitoring outcome:

Monica Anthony (monica.anthony@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

New Horizons Elementary School will continue to use evidence based interventions such as: School Wide Positive Behavior Supports and Tier I interventions that include but are not limited to frequent breaks with

a cool down area, rewards, peer buddy system, alternate seating, clear and concise directions broken down into simplified steps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

New Horizons Elementary School uses School-wide Positive Behavior Interventions and Supports to focus and establish the social culture and environment of the school. SWPBS also focuses on behavioral supports needed for all students to achieve both social and academic success at New Horizons Elementary School. Tier I interventions provides students with the necessary supports to ensure an equitable and positive learning environment to improve student academic achievement and social/emotional success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Administration will host monthly parent universities to provide our families with the necessary tools to support their children at home.
2. Parent Liaison will work with our Black/African American families to provide the resources necessary to ensure their children have an equitable education.
3. Our school counselor will work with community stakeholders to support our Black/African American families with local resources for their family needs.
4. SLL will be promoted daily on the morning news and teachers will follow the monthly SLL videos and books to be used in the classrooms.
5. iShine folder will be implemented monthly with incentives to promote a positive learning environment.
6. Black/African American Attendance will be monitored by the Attendance clerk and reported monthly to administration.
7. SwPB team will monitor the incentives provided for our Black/African American students monthly.

Person Responsible: Dara Harris (dara.harris@palmbeachschools.org)

By When: SLL and Schoolwide Positive Behavior Support will begin within the first month of the start of the new year. Teachers will introduce, review, model and practice all the expectations and procedures within the first month of school campus wide. SwPB S will be on the morning news with videos/visuals within the first month of school to ensure student begin their school year with all the necessary tools to be successful. Mentors and use of the parent liaison will begin within the first month of school to support students needs and parent needs. Administration will conduct instructional rounds to ensure that our unified SwPBS is evident in all classrooms within the first month of school. Our school counselor, BHP and our CIT will introduce themselves to all classrooms at the beginning of the school year and ensure our students know what support systems they have daily.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement. Resources for New Horizons Elementary school are spent on one full time resource support teacher for ELA and a .5 resource teacher for Math. These resource teachers will support during small group instruction and if applicable provide tutorial before or after school. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation for ELA, Math and Science. Professional Learning Community (PLC) meetings biweekly will ensure teachers collaboratively unite to focus on best practices and methodologies for ELA, Math and Science. Teachers will receive professional development in house and through district PDD to enhance the use of curriculum resources for ELA, Science and Math skills and support student mastery of the Florida B.E.S.T. standards, support literacy across the content areas, and support social emotional

growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education. New Horizons Instructional Coach will provide teachers with a variety of levels of support to ensure teacher development and growth with core instructional practices for ELA, Math and Science. New Horizons has partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. New Horizons partners with the Norton Museum, the Village of Wellington, Building Better Readers, Wellington High School's Black/African American Student Union, the Latino's in Action, and the WHS's teaching program.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school’s webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes