

The School District of Palm Beach County

NEW HORIZONS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Palm Beach County School Board on October 15, 2025.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Gloria Salazar

gloria.salazar@palmbeachschools.org

Position Title

Principal

Job Duties and Responsibilities

Provides strategic direction in the school system. Develops standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities. Provides strategic direction in the school system. Develop standardized/ rigorous curriculum through PLCs, assess teaching methods through iObservation using the PBMI, monitor student achievement by analyzing FSQs, USAs, iReady, Successmaker, Imagine Learning and IStation reports, encourage

parent involvement, support the principal in revising policies and procedures, hire and evaluate staff and oversee facilities. Monitors implementation of best practices through walkthroughs, informal and formal observations. Ensures the leadership team is accountable for their role in achieving our SIP goals.

Leadership Team Member #2

Employee's Name

Monica Anthony

monica.anthony@palmbeachschools.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Cynthia Gomez

Cynthia.gomez@palmbeachschools.org

Position Title

ESOL Coordinator

Job Duties and Responsibilities

Our ESOL contact plays a crucial role in school improvement by ensuring that English Language Learners (ELL) receive tailored support to succeed academically and socially. They implement targeted programs and strategies that foster language development, facilitate cultural integration, and enhance communication between families and the school. By providing professional development for teachers on best practices for ELL instruction, our ESOL contact empowers staff to better meet the diverse needs of our students, ultimately leading to improved academic outcomes and a more inclusive school environment.

Leadership Team Member #4

Employee's Name

Lorraine Sotelo

Lorraine.Sotelo@palmbeachschools.org

Position Title

Instructional Resource (Reading and Math)

Job Duties and Responsibilities

Ensures continuous improvement toward our SIP goals by promoting and supporting a community of literacy. Provides professional development and resources to faculty to support core instructional growth. Models appropriate instructional techniques. Manages instructional materials. Supports PLC Facilitation, common planning and professional development around identified needs. Analyzes school-wide data to provide resources to support opportunities to learn for all students. Assists with student assessment, and provides small group support as well as coaching.

Leadership Team Member #5

Employee's Name

Esmeralda Rojas Cervantes

esmeralda.rojascervantes@palmbeachschools.org

Position Title

Dual Language Coach

Job Duties and Responsibilities

The dual language coach plays a vital role in enhancing our International Spanish Academy by providing targeted support and continuous improvement resources for our staff as well as be knowledgeable of interventions delivered in Spanish to DL students. In addition, the coach will also be expected to represent the students serviced within this program when it comes to educational decisions made at School Based Team meetings. Through professional development and collaborative planning, she helps teachers implement effective bilingual strategies that promote language proficiency and academic achievement. This focused approach not only enriches the learning experience for our students but also fosters a culturally inclusive environment, ultimately contributing to our school's overall improvement and success in meeting diverse learners' needs.

Leadership Team Member #6

Employee's Name

Amy Acosta

amy.acosta@palmbeachschools.org

Position Title

ESE Coordinator

Job Duties and Responsibilities

Reviews annual IEP's and sets appropriate goals to try and close student gaps to show growth in their area of deficits. ESE students work toward their individual goals as well as being taught on grade level standards to ensure they receive all instruction to meet their needs. Provides teacher support in the classroom with the appropriate accommodations for classroom and assessment annually. During SBT meetings, student data is analyzed to set goals appropriate goals, adjustments are made as needed, and student outcomes are graphed.

Leadership Team Member #7

Employee's Name

Taylor Villegas

taylor.villegas@palmbeachschools.org

Position Title

SBT Leader

Job Duties and Responsibilities

SBT leader, identifies students needing tier 2 and tier 3 intervention. Supports small group differentiated instruction in the classroom. Supports ESE students reaching their IEP goals and works in collaboration with the ESE team to support the needs of students, organize materials, create schedules and meet the needs of the school.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 review schoolwide assessment data. Staff and SAC are 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.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK-Grade 2, there is Early Literacy/Star Reading and Star Math. In Grades 3-5, there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and District diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by our dual language coach and administration to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur biweekly per Grade level. Grade level teachers meet with the dual language coach and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, iStation and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks and FSQ's will be used for checks for understanding. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. iStation is used monthly to support our dual language program and ELL students and an assessment is given at the beginning of each month to support their learning cycles. Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement. 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.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans
- Data Analysis
- Instructional weekly walks
- Student attendance

- Data Chats and Student Tracking with goals
- Formal Observations
- Professional Learning Communities attendance/participation
- Formative/Summative Assessments and Technology

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	71.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	93	114	88	118	85	103	0	0	0	601
Absent 10% or more school days	43	28	23	15	24	17	0	0	0	150
One or more suspensions	0	0	1	1	1	0	0	0	0	3
Course failure in English Language Arts (ELA)	12	12	36	43	23	36	0	0	0	162
Course failure in Math	23	28	33	36	24	21	0	0	0	165
Level 1 on statewide ELA assessment	43	46	31	34	25	22	0	0	0	201
Level 1 on statewide Math assessment	0	0	0	27	27	28	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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	30	33	36	41	31	32	0	0	0	203

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last 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 school days		33	31	27	16	26				133
One or more suspensions				3	1	1				5
Course failure in English Language Arts (ELA)		27	46	52	33	29				187
Course failure in Math		15	20	33	26	32				126
Level 1 on statewide ELA assessment		27	27	45	11	27				137
Level 1 on statewide Math assessment		23	21	47	11	44				146
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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		32	35	55	27	47				196

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				7						7
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	59	59	61	58	57	62	53	53
Grade 3 ELA Achievement	49	59	59	61	58	58	66	51	53
ELA Learning Gains	66	62	60	63	63	60			
ELA Lowest 25th Percentile	47	57	56	55	60	57			
Math Achievement*	57	66	64	50	63	62	56	57	59
Math Learning Gains	58	65	63	50	65	62			
Math Lowest 25th Percentile	45	53	51	60	57	52			
Science Achievement	55	57	58	54	57	57	52	54	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	62	63	60	61	61	38	56	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	493
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	57%	57%	64%	60%		68%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	32%	Yes	3	
English Language Learners	46%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	58%	No		
White Students	68%	No		
Economically Disadvantaged Students	43%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%	49%	66%	47%	57%	58%	45%	55%					57%
Students With Disabilities	25%	23%	51%	42%	26%	36%	25%	9%					53%
English Language Learners	44%	33%	65%	46%	47%	47%	39%	35%					57%
Black/African American Students	43%	37%	55%	42%	43%	35%	15%	20%					
Hispanic Students	62%	47%	70%	50%	58%	59%	55%	59%					58%
White Students	64%	58%	63%		74%	81%		67%					
Economically Disadvantaged Students	46%	35%	55%	39%	44%	49%	31%	39%					53%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	61%	63%	55%	50%	50%	60%	54%					60%
Students With Disabilities	23%	29%	44%	50%	24%	44%	50%	31%					52%
English Language Learners	44%	48%	67%	64%	41%	50%	57%	48%					60%
Black/African American Students	38%	50%	46%	54%	35%	46%	64%	23%					
Hispanic Students	64%	66%	64%	61%	51%	48%	59%	56%					61%
Multiracial Students	73%				55%								
White Students	74%	69%	67%		58%	56%		59%					
Economically Disadvantaged Students	43%	46%	58%	56%	37%	47%	55%	35%					52%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	66%			56%			52%					38%
Students With Disabilities	32%	35%			35%			20%					22%
English Language Learners	38%	25%			43%			35%					48%
Black/African American Students	27%	25%			35%			27%					
Hispanic Students	65%	69%			57%			50%					49%
White Students	73%	75%			67%			76%					
Economically Disadvantaged Students	41%	42%			42%			41%					49%

E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	46%	57%	-11%	57%	-11%
ELA	4	63%	56%	7%	56%	7%
ELA	5	63%	56%	7%	56%	7%
Math	3	49%	64%	-15%	63%	-14%
Math	4	44%	55%	-11%	62%	-18%
Math	5	61%	59%	2%	57%	4%
Math	6	100%	65%	35%	60%	40%
Science	5	52%	54%	-2%	55%	-3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

In grades 3-5, our proficiency level increased for our Math from 50%-57% of all students tested in math grades 3-5. There were gains in most ESSA subgroups in math. African American/Black students from 38% to 43% (+5%) from the previous year (2023-2024) in ELA. We also had an increase in proficiency in grades 3-5 Math for our ELL students from 41% to 47% (+6%). Our African American/Black students from 35% to 43% (+8%) from the previous year (2023-2024) in Math. Our students identified as FRL went from 37% to 44% (+7%) from the previous year (2023-2024) in Math. This is attributed to the teachers being more aggressive in their daily monitoring and including a math daily review that helped students see more test-like questions everyday.

Lowest Performance

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

The considerable decrease in 3rd grade ELA proficiency and subgroup data was a result of several factors, including a lack of consistent common planning among teachers, an instructional block that didn't provide the rigor needed for the B.E.S.T standards, limited follow-through from PLCs in the classroom, and a lack of intervention teachers, which left classroom teachers solely responsible for providing vital intervention instruction.

Greatest Decline

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

The considerable decrease in 3rd grade ELA proficiency and subgroup data was a result of several factors, including a lack of consistent common planning among teachers, an instructional block that didn't provide the rigor needed for the B.E.S.T standards, limited follow-through from PLCs in the classroom, and a lack of intervention teachers, which left classroom teachers solely responsible for providing vital intervention instruction.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the

factor(s) that contributed to this gap and any trends.

In comparison to the state the following data showed the largest gaps.

1. ELA (subgroup (School average/State average (difference))
 - SWD (25%/30% (-5))
 - 3rd (46%/56% (-10%))
2. Math (subgroup (School average/State average (difference))
 - SWD (26%-36% (-10%))
3. Science (School average/State average (difference))
 - 55%-61% (6%)

The considerable decrease in 3rd grade ELA proficiency and subgroup data can be attributed to a lack of instructional alignment, stemming from inconsistent common planning, an inadequate instructional block, and poor implementation of PLC strategies. The lack of significant growth among our SWD subgroup in ELA and Math is a clear indication of the systemic challenges we must address. A primary concern is that our teachers are not equipped with the specific tools and training required to differentiate instruction to the extent needed for our diverse learners. Additionally, the pre-existing academic gap for these students is so large that closing it entirely in one school year is an unrealistic expectation. Moving forward, our efforts will be concentrated on providing targeted professional development and resources that empower teachers to deliver the precise, high-leverage interventions necessary to make a measurable impact on this critical achievement gap.

EWS Areas of Concern

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

When looking closely at the Early Warning Indicators, it is clear the attendance is an issue for some of the population at NHES. 21% of students in FY25 missed more than 10% of the school year. This could have been one of the root causes for lack of knowledge in foundational skills. When looking closer at Tardies, which were not included in the EWIs, there are many students who are missing first minutes (even up to 30 minutes) of instruction during the day. A second area of concern is the number of students with a course failure in ELA 201(29% of the school) have a course failure in ELA, which aligns with low proficiency rates in ELA.

Highest Priorities

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

Third Grade Proficiency ELA

1. SWD in all content areas ELA & Math
2. Proficiency in foundational skills K-2

3. Increase Learning gains and L25
4. Attendance

As an early intervention to increase student readiness to enter Kindergarten, we offer the 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.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

If we focus on standards-based instruction to increase learning gains in school-wide ELA, Math and Science then we will increase student achievement and ensure alignment with 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, concepts, or skills that are aligned to the benchmark and intended learning. The results of our ELA over the course of three years has decreased. In regards to our overall Math proficiency, Math low 25% and Math learning gains they were our lowest performing categories when comparing the scores from one year to the next. Our ESSA-identified subgroups SWDs have declined the most years. SWD achievement does not meet the required federal threshold of 41 percentage points. Our SWD's in overall ELA (25%), 3rd grade ELA (23%), ELA LG (51%), L25% (42%), overall Math (26%), LG (36%), L25 (25%) and Science (9%). We currently have 27 SWD's in 3rd grade with 17 below grade level in ELA (2 are a level 2) and Math (9 are level 2) All of these students need to make LG and/or move to proficiency. We currently have 28 SWD 4th graders with 19 below grade level in ELA (9 are level 2) and 19 below grade level in Math (8 are a level 2). All of these students need to make a LG and/or move to proficiency. We currently have 20 SWD's in 5th grade with 18 below grade level in ELA (2 are level 2) and 19 below grade level in Math (2 are a level 2)

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

At least 40% of students in the ESE Subgroup will be proficient according to PM3 ELA Data.

Teacher Practice: Teachers will ensure to follow a small group rotational schedule daily and aggressively monitor each student.

By November 2025, 80% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

By January 2026, 90% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

By March 2026, 100% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

While tracking the progress of the initiative to grow the capacity of the ESE program at New Horizons, many data points will need to be analyzed. Utilizing the walkthrough tool will be beneficial in collecting information about best practices being used by instructional staff. Specifically, an ESE walkthrough tool to determine what their instructional practices look like in push-in groups and what materials they are using. Historically, this is not something our walkthroughs have included. While identifying students and their growth needs, Progress monitoring data, USAs, FSQs and iReady data will be used to track growth and proficiency levels in our ESE students. This data will be monitored closely and shared with necessary staff members to hone in on student needs. Data chats with homeroom teachers and ESE support staff would be helpful in determining teacher comfortability, student strengths and struggles and identifying teacher needs. We will also implement PLC meetings specifically for ESE teachers. In accordance with state statute we will monitor, through PLC, lesson planning and walkthroughs, the adherence to State Statute 1003.42 and the use of vetted materials. This will include instruction aimed at integrating culturally appropriate content in textbooks and instructional materials. This includes the History of the Holocaust and African Americans, the study of Hispanic contributions to the US, the study of Women's contributions to the US, the sacrifices that veterans and Medal of HONor recipients have made serving our country. In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. 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 and ensure a single school culture of excellence and appreciation of multicultural diversity for all.

Person responsible for monitoring outcome

Monica Anthony Monica.anthony@palmbeachschools.org

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Incorporate Small group differentiated instruction to support students learning at their ability with a

variety of tasks, processes, and products. 2. After school tutoring programs to ensure learning is supplemented with additional resources and teacher support. 3. Math teachers will incorporate a math club for 20-30 min daily in grades 3-5 to review previous standards, build fluency and front load standards that they still need to learn. 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 5. Instructional walks will guide us on our next steps for PD and PLC's with district ESE staff

Rationale:

1. Incorporate small group instruction utilizing checks for understanding, student evidence of task completion, FSQ's and USA data and iReady pathways to meet the students need for standardsbased practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FAST. 2. Students who participate in a tutoring program should demonstrate an increase in student achievement based on data collection from checks for understanding during tutorial and future assessments given and gaps in learning will begin to close 3.Math club was a successful implementation in PBC schools that were rated a D and C school. 4. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and make decisions to improve student achievement and progress. Teachers create action plans and leave PDD and PLC with the tools to deliver instruction and meet our school goals. 5. Instructional walks are proven to improve instructional practices and improve student achievement by determining what to discuss and work on in PLC's and PD.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Small group instruction

Person Monitoring:

Admin, Instructional Coaches, ESE Coordinator

By When/Frequency:

Weekly and Monthly with all summative and formative assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Students will be assessed using FSQ's and USA's in both Math and ELA. The teacher will utilize differentiated Instruction strategies and small group instruction in all ELA and Math courses. 2. Teachers will analyze student data to determine strengths and weaknesses in the content area. 3. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities. 4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. 5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Action Step #2

Tutorial

Person Monitoring:

By When/Frequency:

AP and Instructional Coach

twice a week tutorial and monitoring monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for afterschool tutorials based on the results from FAST, FSQs, USAs, and other formative assessments and ESSA-identified subgroups: SWD and Black/African American.

Action Step #3

PLC's

Person Monitoring:

Admin, Instructional Coach

By When/Frequency:

Weekly three times a week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Development of a PLC schedule to include all content area teachers and resource teachers
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs.
3. Facilitators will assist with standards-based planning to build teachers capacity with BEST standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned with the standards.
4. Leadership team will assist in continuing to build capacity with the gradual release model and small group differentiated instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to past data, it is clear that a gap in foundational skills in K-2 are affecting our 3rd grade proficiency. In FY25 only 49% of third graders were proficient on the State FAST Assessment. This correlates with data from FY25 in grade K-2 not meeting proficiency, where only 36% were not meeting proficiency for FY25.. By growing proficiency in K-2, NHES hopes to increase overall proficiency in 3-5 and close learning gaps. Kinder: 50% Proficient 1st Grade: 16% Proficient 2nd Grade: 24% Proficient 3rd Grade: 50% Proficient 4th Grade: 30% Proficient 5th Grade: 43% Proficient

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

Grade level PLCs will meet Bi-Weekly to collaborate and plan to meet the needs of their classroom, including small group instruction, interventions, whole group roll outs and more. Continuous planning

with support teachers, including ESE and ESOL support staff, coaches and leadership. Interventions will be differentiated to meet the needs of each student and include research based materials and instructional practices. K-2 homeroom teachers will focus on differentiated small group instruction to close learning gaps and focusing on foundational skills needed to improve reading proficiency. K-2 classrooms will implement FUNdations daily to practice foundational skills and gain fluency in phonological awareness and phonics.

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

Grade level PLCs will meet Bi-Weekly to collaborate and plan to meet the needs of their classroom, including small group instruction, interventions, whole group roll outs and more. Continuous planning with support teachers, including ESE and ESOL support staff, coaches and leadership. Interventions will be differentiated to meet the needs of each student and include research based materials and instructional practices. Professional Development will focus on differentiated small group instruction to close learning gaps and focus on foundational skills needed to improve reading proficiency.

Grades K-2: Measurable Outcome(s)

In FY26, ELA K-2 will close learning gaps to decrease from 36% (FY25 below proficiency) to 30% or less below proficiency. We will increase phonics proficiency, based on iready data to 70% proficient by end of year. This will help increase our overall proficiency by closing learning gaps in foundational skills. (Proficiency PM3 64%).

Teacher Practice: Teachers will ensure to follow a small group rotational schedule daily and aggressively monitor each student.

By November 2025, 80% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

By January 2026, 90% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

By March 2026, 100% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

Grades 3-5: Measurable Outcome(s)

In FY25, ELA proficiency will increase from 59% to 64%

Teacher Practice: Teachers will ensure to follow a small group rotational schedule daily and aggressively monitor each student.

By November 2025, 80% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

By January 2026, 90% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

By March 2026, 100% of teachers will be effectively utilizing aggressive monitoring, small group implementation, and student talk during the lessons.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To monitor the increase in ELA proficiency, many data points will need to be analyzed. This will include best practices, such as walkthroughs with immediate feedback, the use of data walls to track student growth, and setting goals with staff at PLC which are then monitored for fidelity. Utilizing the walkthrough tool will be beneficial in collecting information about best practices being used by instructional staff. Specifically, JES will be implementing a walkthrough tool to determine what their instructional practices look like, what materials are being used and what actionable feedback is being given. While identifying students and their growth needs, Progress monitoring data, USAs, FSQs and iReady data will be used to track growth and proficiency levels of all students in ELA. This data will be monitored closely and shared with necessary staff members to hone in on student needs. Data chats with homeroom teachers and support staff would be helpful in determining teacher comfortability, student strengths and struggles and identifying teacher needs. We will also implement PLC meetings biweekly, where a data dive, common planning and review of best practices will occur.

Person responsible for monitoring outcome

Monnica Anthony

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Incorporate Small group differentiated instruction to support students learning at their ability with a variety of tasks, processes, and products. 2. After school tutoring programs to ensure learning is supplemented with additional resources and teacher support. 3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 4. Instructional walks will guide us on our next steps for PD and PLC's.

Rationale:

1. Incorporate small group instruction , use USA data and iReady pathways to meet the students need for standards based practice and to identify areas of weakness for targeted remediation. 2. Students who participate in a tutoring program should demonstrate an increase in student achievement based on data collection future assessments given and gaps in learning will begin to

close. 3. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and make decisions to improve student achievement and progress. Teachers create action plans and leave PDD and PLC with the tools to deliver instruction and meet our school goals. 4. Instructional walks are proven to improve instructional practices and improve student achievement by determining what to discuss and work on in PLC's and PD.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Lorraine Sotelo

By When/Frequency:

biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy Coaching will be provided by the Literacy Team and other mentors on campus, including modeling, coaching cycles, feedback and common planning. Professional Development Opportunities will be offered to staff and administration to increase instructional capacity. This will include PD offered on Professional Development days, online modules, and in-county/out-of-county conferences determined by the need of the staff (based on walkthrough data and PD Survey). Learning will be brought back and shared with staff members through PD Days, PLC roll outs and individual coaching sessions.

Action Step #2

PLC Implementation

Person Monitoring:

Lorraine Sotelo

By When/Frequency:

BiWeekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Development of PLC schedule to include all content areas and include participation by all resource teachers 2. PLC sessions will focus on data analysis and effective instruction, based on the needs of students and staff 3. Instructional coaches will implement coaching cycles and fidelity walkthroughs to increase teacher capacity, utilizing the gradual release model, small group instruction and differentiated instruction 4. Staff will work collaboratively to align instruction to the intent of the standards while scaffolding instruction to meet the needs of diverse learners.

Action Step #3

Differentiated Intervention

Person Monitoring:

Lorraine Sotelo

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Immediately upon start of school year, students with a reading deficiency (including retained

students) will be placed into an intervention group based on the MTSS Model of Support 2. Students will be provided with additional instruction based on their specified deficiencies and placed with staff who can best support these needs. Many aspects of data will be used to determine these needs including iReady, FAST/STAR, OR Levels and previous USAs/FSQs. 3. Materials chosen to support these students will align with the K-5 Reading Intervention Handbook and be vetted for effectiveness in meeting specified needs of students 4. Staff will be trained on specific intervention materials and techniques as needed

Action Step #4

ELA Tutorial

Person Monitoring:

Lorraine Sotelo

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Analyze student data to determine students for tutorial services and specified needs based on the data 2. Choose research based materials to utilize during tutorial instruction and train staff on these materials and expectations 3. Analyze classroom data to determine who will be the tutors 4. Tutorial groups will be created based on student deficiencies and placed with staff members with proven track for success in the area of need

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In alignment with the District’s Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Based on our SEQ results and evidence from classroom observations, review of discipline data & and behavior tracking form there were a series of trends from FY25 to FY26. Students didn't feel successful, had limited empathy and compassion for others and overall unable to communicate positively with their peers. Our instructional priority was to use trends in student data to identify our needs to support the students of New Horizons in K-5 as they develop resilience and an overall well-being necessary to be successful in school and life. As a school we had 1 suspension in 2nd, 1 suspension in 3rd and 1 in 4th grade. In addition, we will adhere to the expectations of Policy 2.09 and the Required Instruction of Florida State Statute 1003.42. 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 and ensure a single school culture of excellence and appreciation of multicultural diversity for all. 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. Stakeholders play a key role in school performance and addressing equity.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Since there was a reduction in suspension referrals from FY24-FY25 by the end of the FY26 our discipline referrals will reduce by 20%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

New Horizons will monitor growth by:

1. Classroom observation
2. Scheduled pulling of discipline data
3. Student Formative/Summative Assessment results
4. Student Evidence from monthly SLL themes in Guidance classes; Self Awareness, Social Awareness, Effective Communication, Resolve Conflict and Goal Setting

Person responsible for monitoring outcome

Mariana Voparil and Stephanie Gilliam

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Schoolwide Discipline Plan
2. PBIS and SLL
3. Parent Involvement-Attending Parent Universities
4. Single School Culture of Excellence; Florida State Statute 1003.42 and Policy 2.09

Rationale:

1. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.
2. PBIS: supports decreasing levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
3. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS

Person Monitoring:

Admin, Stephanie Gilliam, Mariana Voparil

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Cafeteria assemblies are conducted to review SWPBIS expectations 2. Teachers reinforce expected behaviors in and out of the class through trailblazers dollars 3. Trimester celebrations are held for attendance 4. Ongoing student recognition through teacher recognition in class with secret student 5. Training for staff to support classroom management 6. Individualized student plans 7. Threat management monitoring plans and behavior plans 8. Management of HOPE scholarships

Action Step #2

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Person Monitoring:

Administration

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Our school will infuse the content required by Florida Statute 1003.42(2), Required Instruction, (See the matrix within the Student Progression Plan, which is incorporated in School Board Policy 8.01) and S.B. Policy 2.09 (8)(b)(ii), including but not limited to: A. History of Holocaust, B. History of Africans, and African Americans, C. Hispanic Contributions, D. Women’s Contributions, E. 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.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://nhes.palmbeachschools.org/students-parents/title-i-information>

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 and 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.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

1. Resource teachers (ESOL, Math and ESE) support during small group instruction.
2. 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.
3. Professional Learning Community (PLC's) will ensure teachers collaboratively unite to focus on best practices and methodologies. Teachers will use data to plan standards based lessons, create success criterias, checks for understanding to monitor progress of students, deliver instruction using effective strategies, assesses students, and remediates or enriches based on the predetermined proficiency levels.
4. Dual Language Coach will provide teachers with a variety of levels of support to ensure teacher development and growth.

5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. Ongoing PDD to staff for all subject areas to continue the grow capacity with standards based and small group differentiated instruction.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00