

Polk County Public Schools

# Horizons Elementary School



2016-17 Schoolwide Improvement Plan

## Horizons Elementary School

1700 FOREST LAKE DR, Davenport, FL 33837

[schools.polk-fl.net/horizonshawks](https://schools.polk-fl.net/horizonshawks)

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	D	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Polk County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Horizons Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Horizons Elementary is to provide learning experiences that result in high achievement for our students.

##### b. Provide the school's vision statement.

Horizons Elementary recognizes that in an ever-changing society we must continue to learn how to best educate our students. We will provide students with a curriculum that is rigorous and relevant so that the learning environment is optimized. Horizons Elementary students will be given every opportunity to soar above the horizon to success.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The process by which the school learns about the students' cultures and builds relationships between teachers and students includes many classes have interest inventory/get to know me activities whenever a new year begins or a new student enters the school. Through data collection of our students' demographic data, the school takes this into consideration when hiring new staff (we attempt to mirror our population). The school staff continues to build upon their student relationships by maintaining open communication with the families and encourages parental involvement. Also, other staff members provide his/her cultural insights to ensure there is understanding among the students and staff members. The school also provides a flex schedule with one of our ESOL paras in order to be available after school hours to assist with parent conferences and ESOL tutoring.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school creates an atmosphere surrounded by safety since all procedures both during unstructured time (morning time, transition time, and dismissal time) and structured time are fully supervised by adults. Being a large school of 1300+, ensuring supervision and controlled movement throughout the campus immediately increases student safety. Multiple staff members are trained in non-violent verbal de-escalation procedures and have shared the core principals of this training with the staff. Our staff has been apprised of using "positive talk" when redirecting students, which maintains positive role modeling of expected behaviors. Students are provided through modeling, such social skills as the monthly Keys to Characterbuilding. Our student tee shirts are walking billboards for our core beliefs...I am Responsible, Respectful, Ready, Safe, & Engaged.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Horizons Elementary participates in Positive Behavior Supports (PBS) in an effort to aid and minimize distractions and to keep students engaged during instructional time. Horizons' staff and students focus on five key expectations throughout the instructional day to support the school-wide plan of expectations. All staff members were trained on the 2015-2016 PBS protocol on 8/2016 including

CHAMPS training. All staff members were trained and provided a copy of the PBS-adopted defined behaviors. Behaviors are within three clearly-defined categories. These categories are 1) Classroom-managed, 2) Office-Managed and 3) Crisis-Managed. All staff members are provided with a flow-chart to assist with next steps when dealing with disciplinary incidents. Clearly-established behavioral expectations for all students and staff are: 1) Respectfulness, 2) Safety, 3) Positivity, 4) Readiness and 5) Engagement. A point system is in place, documented in the form of a monthly calendar (for all students) to keep students, teachers, and parents, aware of the daily expectations. The monthly calendar serves as a tool to provide school-wide consistency as to how PBS incentives and privileges are earned. It also communicates to parents their child's behavior in school. A parent will know if their child isn't earning what is expected of them each day and why. The calendar enables the appropriate staff members to quantifiable measure student expectations and provides data to target specific behaviors when a student does not meet his or her expectations. Each month, students will be provided with an expectation calendar to be updated daily by the teacher. Each student has an opportunity to earn 6 points daily for modeling the PBS traits. Each quarter, students will be expected to meet or exceed the point total set for the month. 1st Grading Period = 70%; 2nd Grading Period = 75%; 3rd Grading Period = 80%; 4th Grading Period = 85%. Students can earn extra points weekly by going above and beyond the required expectations. To better support PBS, students who exceed their monthly goal will receive additional prizes and incentives. PBS Committee members meet monthly throughout the school year to address concerns brought to the attention of the team in order to improve practices school wide. For the 2015-16 school year any PCSB school that has a student enrollment above 700 students will be allocated a Dean of Students. Mrs. Fernandez will be the new Dean of Students at Horizons Elementary.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The school ensures the social-emotional needs of all students by following the school's MTSS procedures for identifying and then responding with the appropriate interventions to meet the needs of the student. This may be implemented on a tiered system based on the specific need. The school has a full time guidance counselor and a school psychologist is at the school three days a week. Horizons Elementary also has a full time ESE Support Facilitator and a school social worker is assigned to the school multiple days a week and will come more frequently if needed. The school also has a Parent Involvement paraprofessional full time. For the 2016-17 school year, there will be monthly Character Education Assemblies focusing on the PCSB monthly Key to Character Traits and Making Memories-CHAMPS.

**3. Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

NA-

Our school is pre-K through Grade 5.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	44	28	27	22	20	27	0	0	0	0	0	0	0	168
One or more suspensions	3	7	6	18	18	12	0	0	0	0	0	0	0	64
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	60	71	68	0	0	0	0	0	0	0	199

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	19	11	11	32	0	0	0	0	0	0	0	75

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Horizons utilized a Check-In/Check-Out (CICO) system to monitor students who had multiple suspensions and/or chronic behavior problems. An adult, usually the guidance counselor or another staff member, who wasn't the student's homeroom teacher, met with the student before, during, and at the end of each day to discuss, monitor, and revise personal and structural goals while being monitored on the CICO system. This system involved daily parental communication and involvement.

Tutoring sessions will be held on Saturdays from October-March 2016-17 to target students who demonstrated the need for remediation in reading and/or mathematics in grades 3-5. This was based on FAIR Data, FSA, and IBTP Scores. Mathematical benchmarks were spiraled throughout the sessions and retaught for deeper understanding and mastery. Higher Order Thinking questions were written to correlate to literary novels students read during the reading sessions and Achieve3000. Questions posed require students to infer, predict, recall, and cite the text for evidence to support their answers. All correct answers required comprehension of the text.

Positive Behavior Supports was used to implement the school-wide expectation. Attendance was high-lighted as one of the PBS components in which students earned points towards monthly achievements. The PBS system also helped to reduce the number of office referrals which reduced the number of In-School and Out-of-School Suspensions.

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319391>.



## 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by developing a plan of need with the details necessary to align the cost (request of donation) to the action it will be supporting and for publically thanking and acknowledging such gracious donators. This was evident with the partnership that the school developed during 2015-16 (presently) between the school and Del Webb Retirement Community and Gator Dollar. All of our donators are repeaters since it is clearly articulated to them what is needed... and why it is needed...and publically thanking them for the generous assistance. The school also taps into our parent resources by sponsoring monthly opportunities to come to the school for events specifically for parents and students.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Heiser Meyers, Amy	Principal
Jackson, Hope	School Counselor
Jadallah, Mahboobah	Instructional Coach
Wright, Rachel	Teacher, K-12
Christensen, Nicole	Teacher, K-12
Klupp, Stephen	Instructional Coach
banks, katie	Teacher, ESE
Breckinridge, Lynda	Teacher, K-12
fowler, yolanda	Teacher, K-12
gordon, jennifer	Teacher, K-12
lux, jessica	Psychologist
Robertson, Curtis JR	Instructional Coach
macuga, jennifer	Teacher, ESE
McCroan, Karen	Instructional Media
Stinson, Roberta	Assistant Principal
Edwards, James Micah	Assistant Principal
Hibbitts, Cynthia	Teacher, K-12
Fernandez, Debra	Dean
Kindle, Henreta	Instructional Coach
Holloman, Jacqueline	Instructional Coach
Moore, Kevin	Instructional Coach
Shea, Shana	Teacher, K-12

## b. Duties

### ***1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.***

Mrs. Heiser-Meyers is the Instructional Leader for the school. Mrs. Heiser-Meyers has a Master's Degree in Program Evaluation with an emphasis in Statistical Analysis. Therefore data analysis and identifying trend patterns is a skill that is used to guide the school's instructional pathway. Many curriculum trainings are facilitated and modeled by the principal and best practices are embedded in curriculum that is developed by the principal (i.e. numerous CIS lessons-many of which are available on the PCSB Moodle site). Mrs. Heiser-Meyers practices shared decision making by using staff surveys, both horizontal and vertical grade level meetings, and using staff input to determine upcoming changes.

Mrs. Jackson is our guidance counselor and brings a wealth of life experience to Horizons Elementary. Mrs. Jackson brings a calming approach when working with both students and staff. Mrs. Lux, our school psychologist, has been assigned to Horizons since the school opened seven years ago. Mrs. Lux has ensured her schedule services Horizons three days a week. Mrs. Lux has a deep understanding regarding tier 2 and tier 3 behavior interventions. Mrs. Lux, along with our guidance counselor, were very instrumental in assisting Administration with identifying students for potential Gifted eligibility, which resulted in the school gaining a full time Gifted unit for 2014-15.

Mrs. Jadallah and Mr. Klupp are Reading Instructional Coaches who will guide teachers through professional development, model effective instructional strategies, and offer support in unpacking and implementing the Florida State Standards to ensure rigorous and research-based Reading/ English Language Arts instruction. Mrs. Jadallah has a MEd in Curriculum and Instruction. While still in the classroom, Mrs. Jadallah had 10 years of high student pass rates and learning gains for her students on state standardized tests. Mr. Klupp has a strong background in early childhood education and technology with 10 years of successful experience demonstrating high learning gains for all his students.

Mr. Edwards is one of our assistant principals. He has more than 10 years in education. He comes to us with a Masters in Education from the University of West Florida. He is a product of Polk County School Board educational system, having attended elementary school through college in our county. His focuses are on Math and Science instruction.

Miss Stinson has been in education in Polk County Schools for 21 years. After graduating from the University of South Florida, Miss Stinson began teaching at Eastside Elementary. She has taught third and fourth grade as well as served in other capacities. Miss Stinson was a Title 1 Facilitator, Learning Focused Strategies coach and an academic interventionist. She completed her Masters Degree at the University of South Florida and completed an internship as an Assistant Principal. Miss Stinson has served as Assistant Principal for Horizons since 2015.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The process through which school leadership identifies and aligns all available resources in order to meet the needs of all students involves having a clear understanding of budget analysis to obtain the best return on what the budgetary money is being spent on. For instance, money is saved when the most tenured paras are allocated as a basic para and assigning the newly hired personnel under Title I (using this methodology last year gained the school an extra \$3000 savings in Title I money that was then repurposed into student tutoring). Using the budget to support both the hiring of qualified staff (hiring two qualified and trainable paras is equivalent in cost to one teacher) can double your small group instructional opportunity. Also, permitting your qualified teachers to assist with curriculum development, which can be very specific to our student needs, is both cost effective and more relevant to meeting student needs than it is to spend money on a pre-created generic program. The leadership team has a voice in how and why the budget is allocated to best meet student needs, which the principal strongly considers when finalizing budgetary decisions.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mr. Jim Capobianco	Parent
Mrs. Amy Heiser-Meyers	Principal
Mrs. Vaness Gonzalez	Parent
Mrs. Henreta Kindle	Education Support Employee
Mrs. Magda Landron	Education Support Employee
Mrs. Luz Ortiz	Parent
Mrs. Leanne Capobianco	Parent
Ms. Heidi Colon	Parent
Dr. Michelle Ellis	Parent
Mr. Philip Howard	Business/Community
Mrs. Mahboobah Jadallah	Teacher
Ms. Frances Span	Education Support Employee
Mrs. Johany Rodriguez	Education Support Employee
Mrs. Emily Ulmer	Parent
Ms. Leonnie Prince	Parent
Mr. Cebian Alty	Parent
Ms. Debra Fernandez	Education Support Employee
Ms. Lourdes Rodriguez	Business/Community
Mrs. Josefina Gil	Parent
Mrs. Mayra Nunez	Parent

## b. Duties

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### *a. Evaluation of last year's school improvement plan*

The SIP was reviewed during the final SAC meeting for the 2015-16 school year in May 2016. The first SAC meeting for the 2016-17 was held on 8-26-16. The draft SIP goals and Title I budget was shared during the SAC meeting.

#### *b. Development of this school improvement plan*

Throughout the 2015-16 academic year, the SAC reviewed the SIP and made suggestions for improvement. These suggestions were used to guide the goals, barriers, resources, and strategies for the upcoming year. This SIP draft was shared and input was solicited during the SAC meeting on 9-11-15. The SAC committee agreed to continue working on the three published goals and to support the needed materials to ensure implementation of those goals.

#### *c. Preparation of the school's annual budget and plan*

Funds from Title I will be used for professional development, school improvement planning, curriculum development, and parent involvement. The budget was also reviewed during the May 2016 meeting. The budget was also discussed during the first SAC meeting of the new year on 8-26-16.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

The SAC voted to use Lottery funds for two purposes during the 2015-16 school year:

1. Purchase work days during the summer for the assistant principals and terminal operator.
2. Order additional Everglades math books for grades 3-5.
3. Hire ESOL staff to assist with parent translations during the enrollment process.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

NA- The school is in compliance.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Heiser Meyers, Amy	Principal
banks, katie	Teacher, ESE
Breckinridge, Lynda	Teacher, K-12
fowler, yolanda	Teacher, K-12
McCroan, Karen	Instructional Media
Jadallah, Mahboobah	Instructional Coach
Klupp, Stephen	Instructional Coach
Christensen, Nicole	Teacher, K-12
gordon, jennifer	Teacher, K-12
Edwards, James Micah	Assistant Principal
Hibbitts, Cynthia	Teacher, K-12
Holloman, Jacqueline	Instructional Coach
macuga, jennifer	Teacher, ESE
Santos, Michele	Teacher, K-12
Stinson, Roberta	Assistant Principal
Shea, Shana	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT promotes literacy throughout the school by meeting monthly to discuss literacy practices and school-wide data. The school has a literacy Interventionist that is the daily liason among the different grade levels regarding the area of literacy. School needs are identified and ways to resolve these needs are descussed and action is then implemented. The major initiatives of the LLT this year will include:

1. Progress Monitoring Data Analysis.

2. Implementing Literacy Circles in grades 3-5.
3. Differentiated Instruction.
4. Teaching to the benchmark level of complexity as defined by DOK's Depth of Knowledge.
5. Evidenced Based Textual Reading Responses.

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school's strategies to encourage positive working relationships between teachers includes the following practices:

1. All teachers have collaborative planning opportunities.
2. Administration models appropriate interactions by having a positive professional working relationship between the principal and assistant principal.
3. Promoting a school-wide philosophy that "We are all in this together as ONE team".
4. Administration provides positive praise for all the hard work and values each team member's contribution.
5. Everyone is treated as a professional practitioner in the field of education.
6. Two professional Reading Coaches and one Math Coach are available to assist with professional development needs.
7. There is a Dean of Students assigned to assist students, staff, and parents.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The strategies to recruit, develop, and retain highly qualified effective teachers includes the following:

1. Hire teachers that have demonstrated evidence of successful teaching as evidenced by student growth.
2. As an outlining school, hire teachers from the surrounding area.
3. Value the importance of mirroring the demographics of the teachers to the students.
4. Treat your staff as valued professionals.

Highly qualified teachers are retained through the dedication of the leadership team to provide support.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The school's mentoring program includes conducting after school PD with an experienced teacher (who also has a Master's Degree in C&I with an emphasis in Professional Development). These training sessions are monthly. These novice teachers were also paired up with the appropriate grade level chairperson, Interventionists, and/or Administration.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

#### 1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school ensures its core instructional programs and materials are aligned to Florida's Standards by ensuring the teachers are following the PCSB curriculum maps and the recommended materials that are supporting those curriculum maps. There are weekly PLC meetings with Administration to

discuss curriculum trends and on Fridays the grade levels are provide with time during planning to conduct Progress Monitoring Data Analysis. Additionally, Administration conducts frequent classroom visits to ensure the appropriate curriculum and materials are being used. The MTSS Progress monitoring tool, on-going assessment instruments such as FAIR and STAR Early Literacy, teacher-created on-going assessment, district-created on-going assessments will be used as data sources for problem solving. In addition, discipline data, check-in/out data, and attendance data will be used to identify problems and used for problem-solving. Data collected will be reviewed each month at MTSS/ Rtl meetings with teachers and support staff. There is strong staff buy-in for the CHAMPS process to maintain both school and student expectations.

## **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

The school uses data to provide and differentiate instruction to meet the diverse needs of the students by using IDEAS and color-coding students based on learning needs. Then appropriate materials are used to meet those needs within the classroom setting (many times as a center or during guided groups). Support staff are then scheduled to assist with differentiating guided groups. The school has also started for the third year, the Gifted/Able Learner (GAL) Program in grades First through Fifth grade to assist with the enrichment needs of our highest performing students. Frequent progress monitoring is implemented to monitor student progress.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 256

Small groups will be given additional instruction in reading, writing, and/or math based on individual student need.

### **Strategy Rationale**

Based on data indicating the need for further core instruction.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Heiser Meyers, Amy, amy.heiser-meyers@polk-fl.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Previous year's test scores and on-going progress monitoring will be used to identify students and individual student academic need.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).



**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The school employs support for incoming and outgoing cohorts of students in transition by implementing the following strategies:

1. The school has a pre-K program, which many of the students are zoned for our KG class. The pre-K teachers are invited to participate in all staff meetings and PD day trainings. Towards the end of the year, the pre-K students are exposed to the Kindergarten routine on campus. Parents are also invited to all parent workshops.
2. The surrounding middle schools schedule frequent visits on campus to meet with the 5th grade students. This also includes extra curricular activities such as band and chorus.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

The school sponsors opportunities for professionals to meet with students in regards to their professions. Students are also exposed to different job opportunities by attending the HS academies Expo that the District has sponsored in the past.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

Students are exposed to an elementary curriculum that will have them both academically and socially prepared for the middle school curriculum.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

The school is implementing the Florida Standards, which were developed to prepare students for post high school education and training.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

The school is working to close achievement gaps among demographic groups and gender, especially in the area of math and science with the intent that students matriculate from elementary school on grade level.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will implement instruction aligned to the complexity level of the Florida State Standards. (The instructional piece focusing on the 5 E supported in math and science and gradual release model in reading) in order to provide data to make informed instructional decisions to differentiate instruction based on student's academic needs.\*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; D.3 Staff Learning & Growth; and E.4 & E.6 Support & Resources.
- G2.** Through collaborative planning, teachers will plan student opportunities to answer questions that will disprove misconceptions and deepen understanding by using a variety of text such as literacy circles and fictional and informational text. Students will be engaged across content areas, with opportunities to discuss/write about evidence based questions in order to increase proficiency. \*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; and E.4 Support & Resources.
- G3.** The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. \*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; C.1 Safe & Secure Environment; D.3 Staff Learning & Growth; and E.3 & E.4 Support & Resources.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Teachers will implement instruction aligned to the complexity level of the Florida State Standards. (The instructional piece focusing on the 5 E supported in math and science and gradual release model in reading) in order to provide data to make informed instructional decisions to differentiate instruction based on student's academic needs.\*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; D.3 Staff Learning & Growth; and E.4 & E.6 Support & Resources. **1a**

 G085041

### Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	41.0

### Targeted Barriers to Achieving the Goal **3**

- The instructional staff is shifting from using the gradual release model in Math and Science to the 5E instructional model.
- The instructional staff do not uniformly know how to align curriculum to the complexity level of rigor.
- The instructional staff struggles with implementing effective differentiated instruction.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- IDEAS- District Supported Data Collection Website
- School Accountability Reports
- On-going progress monitoring data
- MTSS Problem Solving Team
- School Leadership Team
- The continued PD efforts from the TLC Learning Academy (August-Tenoroc HS)

### Plan to Monitor Progress Toward G1. **8**

The data that will be collected includes math and science module assessments and other progress monitoring data, such as science/mathematics assessment item analysis, math fact fluency analysis, grade level meeting notes, student data chats, portfolio reviews, and journal responses.

#### Person Responsible

James Micah Edwards

#### Schedule

Quarterly, from 9/13/2016 to 6/2/2017

#### Evidence of Completion

Student data results based on math and science module assessments and other progress monitoring data, such as most missed spiral review, math fact fluency analysis, reading/mathematics assessment item analysis, grade level meeting notes, student data chats, portfolio reviews, and journal responses.

**G2.** Through collaborative planning, teachers will plan student opportunities to answer questions that will disprove misconceptions and deepen understanding by using a variety of text such as literacy circles and fictional and informational text. Students will be engaged across content areas, with opportunities to discuss/write about evidence based questions in order to increase proficiency. \*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; and E.4 Support & Resources. 1a

G085042

### Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	41.0

### Targeted Barriers to Achieving the Goal 3

- Student opportunities to engage with high-quality text outside of the ELA block in order to answer teacher-planned questions .

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Novels stemmed with higher order thinking questions which require text evidence for support.
- Professional development on literacy circles.
- Additional paraprofessional staff to provide increased opportunities for small group skills instruction for high-risk students.
- Include the support of both a Literacy and Math Coaches
- Media Specialist will provide high quality text for students.
- The continued PD efforts from the TLC Learning Academy (August-Tenoroc HS)
- Literacy Interventionist for LLI (First grade focus)
- Math Interventionist (focusing on Fourth & Fifth)

### Plan to Monitor Progress Toward G2. 8

Evidence of increased scores on FAIR, IBPT testing, Star-Early Literacy, and on-going assessments.

#### Person Responsible

Amy Heiser Meyers

#### Schedule

Quarterly, from 9/13/2016 to 6/2/2017

#### Evidence of Completion

Score reports from FAIR, IBPT testing, Star-Early Literacy, and on-going assessments.

**G3.** The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. \*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; C.1 Safe & Secure Environment; D.3 Staff Learning & Growth; and E.3 & E.4 Support & Resources. 1a

G085043

#### Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	41.0
One or More Suspensions	10.0
Teacher attendance rate	90.0

#### Targeted Barriers to Achieving the Goal 3

- Staff attendance which creates a lack of consistency for students and attendance and tardiness of team members for PLC meetings.

#### Resources Available to Help Reduce or Eliminate the Barriers 2

- Year-long small group counseling using research-based materials provided by the Mark Wilcox Center. Supporting materials that may be used is Do You Know Me Well Enough to Teach Me? by Stephen Peters. Also the school's Reading Coaches and Math Coach will be used to provide on-going academic professional development to both the parents and the teachers. This includes specific strategies that are effective when working with students from diverse backgrounds. The addition of a behavior interventionist will work directly with teachers and families to assist with early warning flags.
- School Psychologist on campus three days a week.
- Literature/articles to increase staff awareness of the effects of poverty on student achievement.
- Adding a Parent Involvement Paraprofessional to assist with tracking attendance and tardies with fidelity.
- The instructional staff will be provided with a peer who will model effective classroom management strategies and serve as a mentor.
- One of the curriculum coaches will send out reminders weekly to ensure everyone is prepared on the day of planning.
- The added position of a Behavior Interventionist.

**Plan to Monitor Progress Toward G3. 8**

Early warning system reports, attendance reports, tardy reports, early check-out reports, discipline reports, student achievement reports such as FAIR data; on-going progress monitoring reading/mathematics assessment data, math fact fluency data; math fact fluency; and spiral review mathematics data.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Quarterly, from 9/13/2016 to 6/2/2017

**Evidence of Completion**

Reduced absenteeism, reduced tardies, reduced early check-outs, increases in student achievement as evidenced on- FAIR data and on-going progress monitoring reading/mathematics data.



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Teachers will implement instruction aligned to the complexity level of the Florida State Standards. (The instructional piece focusing on the 5 E supported in math and science and gradual release model in reading) in order to provide data to make informed instructional decisions to differentiate instruction based on student's academic needs.\*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; D.3 Staff Learning & Growth; and E.4 & E.6 Support & Resources. **1**

 G085041

**G1.B1** The instructional staff is shifting from using the gradual release model in Math and Science to the 5E instructional model. **2**

 B226202

**G1.B1.S1** The instructional staff will be provided with professional development and effective strategies to successfully implement the 5E instructional model during both math and science instruction. **4**

 S238614

### Strategy Rationale

Student proficiency will increase if teachers are effectively implementing the 5E instructional model during both math and science instruction.

### Action Step 1 **5**

Based on PD opportunities the instructional staff will be provided with support in order to ensure effective implementation of the 5E instructional model in math and science classes.

### Person Responsible

Amy Heiser Meyers

### Schedule

Quarterly, from 9/13/2016 to 6/2/2017

### Evidence of Completion

Based on classroom observation, student examples, and teacher lesson plans, will be used as evidence that the appropriate implementation of the 5E instructional model in math and science is occurring.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

By conducting classroom visits and reviewing teacher lesson plans (from collaborative planning) looking for evidence of the 5E implementation in math and science, teachers will receive coaching feedback based on what was observed.

**Person Responsible**

James Micah Edwards

**Schedule**

Quarterly, from 9/13/2016 to 6/2/2017

***Evidence of Completion***

Walkthrough and data chat documentation with teachers.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Monitoring student data trends will be used to determine the effectiveness at reducing the barrier.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Quarterly, from 9/20/2016 to 6/2/2017

***Evidence of Completion***

Based on math and science data and on-going progress monitoring data, evidence of the success of implementing the 5E model will be evidenced.

**G1.B2** The instructional staff do not uniformly know how to align curriculum to the complexity level of rigor.

2

 B226203

**G1.B2.S1** Coaches will create a schedule to meet with instructional staff to provide aid with the process of aligning the complexity levels to the curriculum tasks to support disaggregating student data to drive instruction that is differentiated by student needs. 4

 S238615

### Strategy Rationale

This is necessary to ensure that appropriate data analysis results in appropriately grouped student learning opportunities.

### Action Step 1 5

The coaches will provide strategies to assist teachers with interpreting the complexity levels of tasks in order to collect accurate student data for differentiated instructional purposes.

#### Person Responsible

Amy Heiser Meyers

#### Schedule

Quarterly, from 8/29/2016 to 6/2/2017

#### Evidence of Completion

Based on classroom observation, student examples, and teacher benchmarking opportunities of student work, will be used as evidence that the appropriate benchmark complexity levels are being implemented.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The instructional coaches will use the monitoring feedback form that is used for teacher coaching. Implementation concerns will be followed up with additional coaching (coaching cycles) and professional development opportunities.

#### Person Responsible

Mahboobah Jadallah

#### Schedule

Quarterly, from 8/29/2016 to 6/2/2017

#### Evidence of Completion

The evidence will be based on the meeting notes, monitoring feedback notes, and through observations that the connection between appropriately aligning the rigor of the tasks and the implementation of instruction are increasing student achievement.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

The effectiveness will be monitored based on student progress on unit assessments, benchmark assessments, and standardized assessments.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

The evidence that will be collected includes assessment results, classroom assessment rubric results, and portfolio reviews.

**G1.B3** The instructional staff struggles with implementing effective differentiated instruction. 2

 B226204

**G1.B3.S1** Professional development will be used to assist teachers in identifying what data to use and how to use that data to drive student differentiated instruction within the classroom. 4

 S238616

**Strategy Rationale**

Teachers must instruct for benchmark mastery and based on different student learning needs, teachers must effectively implement differentiated instruction to provide all students with the opportunity to master benchmark standards.

**Action Step 1** 5

The instructional staff will participate in professional development to assist them in using data to differentiate instruction.

**Person Responsible**

Mahboobah Jadallah

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Classroom observations, student work, and teacher lesson plans will be used as evidence to determine if differentiated instruction is accurately being implemented.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

By conducting frequent classroom visits looking for implementation of differentiated instruction.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Quarterly, from 9/21/2015 to 6/3/2016

***Evidence of Completion***

By conducting frequent classroom visits looking for evidence including the implementation of differentiated instruction by providing the classroom teachers with explicit feedback pertaining to the area of differentiated instruction. Data/progress chats will also be conducted with the staff to monitor the differentiated instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Implementing effective differentiated instruction will be monitored by reviewing student academic performance data.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Quarterly, from 10/12/2015 to 6/3/2016

***Evidence of Completion***

The evidence that will be used includes an increase in student performance indicating that benchmark learning focused towards mastery is occurring for the majority of the students.

**G2.** Through collaborative planning, teachers will plan student opportunities to answer questions that will disprove misconceptions and deepen understanding by using a variety of text such as literacy circles and fictional and informational text. Students will be engaged across content areas, with opportunities to discuss/write about evidence based questions in order to increase proficiency. \*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; and E.4 Support & Resources. 1

G085042

**G2.B3** Student opportunities to engage with high-quality text outside of the ELA block in order to answer teacher-planned questions . 2

B226207

**G2.B3.S1** Implement a system to find and provide staff with high quality text and provide teachers collaborative planning to create pre-planned questions throughout the lessons to disprove misconceptions. 4

S238618

### Strategy Rationale

Having high quality text across content areas will increase proficiency.

### Action Step 1 5

Recruit master teachers and the media specialist to assist with locating high quality text across content areas. Provide collaborative planning on Tuesdays so teachers have the opportunity to create planned questions to be embedded throughout the lessons to assist students in discovering misconceptions and enhance the depth of student understanding.

#### Person Responsible

Amy Heiser Meyers

#### Schedule

Quarterly, from 9/13/2016 to 6/2/2017

#### Evidence of Completion

Copies of high quality text across content areas.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Both the Reading Coach and Media Specialist will share with Administration and the classroom teachers high quality texts that meets the specified criteria for being considered complex text. The meeting agenda and notes from collaborative planning, along with the collaborative lesson plan, will be shared to ensure the consistency of the pre-planned student questions are embedded throughout the lessons.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Quarterly, from 9/13/2016 to 6/2/2017

**Evidence of Completion**

High quality text copies that meets the criteria for being considered complex grade-level text along with the agenda, notes, and collaborative lesson plan.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

The effectiveness will be monitored by seeing an increase in student academic proficiency based on data reports from on-going assessments.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Quarterly, from 9/13/2016 to 6/2/2017

**Evidence of Completion**

The evidence that will be used is FAIR testing, IBPT testing, FSA past results, STAR-Early Literacy, BEAR Inventory, and other formative classroom assessments across the curriculum.



**G3.** The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. \*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; C.1 Safe & Secure Environment; D.3 Staff Learning & Growth; and E.3 & E.4 Support & Resources. 1

G085043

**G3.B1** Staff attendance which creates a lack of consistency for students and attendance and tardiness of team members for PLC meetings. 2

B226208

**G3.B1.S1** Monitor staff attendance during the school year, and also during PLC Meetings and Collaborative Planning Sessions. 4

S238619

### Strategy Rationale

Increasing stable staff attendance will increase positive student relationships furthering student achievement.

### Action Step 1 5

Increasing staff attendance will increase positive student relationships further increasing student achievement.

#### Person Responsible

Amy Heiser Meyers

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Staff attendance report on SAP, attendance sheets from PLC Meetings and Collaborative Planning Sessions.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Reviewing the staff report in SAP and the sign-in sheets for the PLC Meetings and Collaborative Planning Sessions.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Effectiveness will be monitored based on an increase in staff attendance based on the SAP report and during PLC meeting/Collaborative Planning Sessions.

**Person Responsible**

Amy Heiser Meyers

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017








***Evidence of Completion***

The evidence will be based on if there is a decrease in the number of staff absences.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B3.S1.MA1 M315683	Implementing effective differentiated instruction will be monitored by reviewing student academic...	Heiser Meyers, Amy	10/12/2015	The evidence that will be used includes an increase in student performance indicating that benchmark learning focused towards mastery is occurring for the majority of the students.	6/3/2016 quarterly
G1.B3.S1.MA1 M315684	By conducting frequent classroom visits looking for implementation of differentiated instruction.	Heiser Meyers, Amy	9/21/2015	By conducting frequent classroom visits looking for evidence including the implementation of differentiated instruction by providing the classroom teachers with explicit feedback pertaining to the area of differentiated instruction. Data/progress chats will also be conducted with the staff to monitor the differentiated instruction.	6/3/2016 quarterly
G1.B3.S1.A1 A308986	The instructional staff will participate in professional development to assist them in using data...	Jadallah, Mahboobah	9/21/2015	Classroom observations, student work, and teacher lesson plans will be used as evidence to determine if differentiated instruction is accurately being implemented.	6/3/2016 monthly
G1.MA1 M315685	The data that will be collected includes math and science module assessments and other progress...	Edwards, James Micah	9/13/2016	Student data results based on math and science module assessments and other progress monitoring data, such as most missed spiral review, math fact fluency analysis, reading/mathematics assessment item analysis, grade level meeting notes, student data chats, portfolio reviews, and journal responses.	6/2/2017 quarterly
G2.MA1 M315688	Evidence of increased scores on FAIR, IBPT testing, Star-Early Literacy, and on-going assessments.	Heiser Meyers, Amy	9/13/2016	Score reports from FAIR, IBPT testing, Star-Early Literacy, and on-going assessments.	6/2/2017 quarterly
G3.MA1 M315693	Early warning system reports, attendance reports, tardy reports, early check-out reports,...	Heiser Meyers, Amy	9/13/2016	Reduced absenteeism, reduced tardies, reduced early check-outs, increases in student achievement as evidenced on-FAIR data and on-going progress monitoring reading/mathematics data.	6/2/2017 quarterly
G1.B1.S1.MA1 M315679	Monitoring student data trends will be used to determine the effectiveness at reducing the barrier.	Heiser Meyers, Amy	9/20/2016	Based on math and science data and on-going progress monitoring data, evidence of the success of implementing the 5E model will be evidenced.	6/2/2017 quarterly
G1.B1.S1.MA1 M315680	By conducting classroom visits and reviewing teacher lesson plans (from collaborative planning)...	Edwards, James Micah	9/13/2016	Walkthrough and data chat documentation with teachers.	6/2/2017 quarterly
G1.B1.S1.A1 A308984	Based on PD opportunities the instructional staff will be provided with support in order to ensure...	Heiser Meyers, Amy	9/13/2016	Based on classroom observation, student examples, and teacher lesson plans, will be used as evidence that the appropriate implementation of the 5E instructional model in math and science is occurring.	6/2/2017 quarterly
G1.B2.S1.MA1 M315681	The effectiveness will be monitored based on student progress on unit assessments, benchmark...	Heiser Meyers, Amy	8/29/2016	The evidence that will be collected includes assessment results, classroom assessment rubric results, and portfolio reviews.	6/2/2017 quarterly
G1.B2.S1.MA1 M315682	The instructional coaches will use the monitoring feedback form that is used for teacher coaching....	Jadallah, Mahboobah	8/29/2016	The evidence will be based on the meeting notes, monitoring feedback notes, and through observations that the connection between appropriately aligning the rigor of the tasks and the	6/2/2017 quarterly

**Polk - 1362 - Horizons Elementary School - 2016-17 SIP**  
*Horizons Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				implementation of instruction are increasing student achievement.	
G1.B2.S1.A1  A308985	The coaches will provide strategies to assist teachers with interpreting the complexity levels of...	Heiser Meyers, Amy	8/29/2016	Based on classroom observation, student examples, and teacher benchmarking opportunities of student work, will be used as evidence that the appropriate benchmark complexity levels are being implemented.	6/2/2017 quarterly
G2.B3.S1.MA1  M315686	The effectiveness will be monitored by seeing an increase in student academic proficiency based on...	Heiser Meyers, Amy	9/13/2016	The evidence that will be used is FAIR testing, IBPT testing, FSA past results, STAR-Early Literacy, BEAR Inventory, and other formative classroom assessments across the curriculum.	6/2/2017 quarterly
G2.B3.S1.MA1  M315687	Both the Reading Coach and Media Specialist will share with Administration and the classroom...	Heiser Meyers, Amy	9/13/2016	High quality text copies that meets the criteria for being considered complex grade-level text along with the agenda, notes, and collaborative lesson plan.	6/2/2017 quarterly
G2.B3.S1.A1  A308987	Recruit master teachers and the media specialist to assist with locating high quality text across...	Heiser Meyers, Amy	9/13/2016	Copies of high quality text across content areas.	6/2/2017 quarterly
G3.B1.S1.MA1  M315689	Effectiveness will be monitored based on an increase in staff attendance based on the SAP report...	Heiser Meyers, Amy	8/22/2016	The evidence will be based on if there is a decrease in the number of staff absences.	6/2/2017 monthly
G3.B1.S1.MA1  M315690	Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.	Heiser Meyers, Amy	8/22/2016	Reviewing the staff report in SAP and the sign-in sheets for the PLC Meetings and Collaborative Planning Sessions.	6/2/2017 monthly
G3.B1.S1.A1  A308988	Increasing staff attendance will increase positive student relationships further increasing student...	Heiser Meyers, Amy	8/22/2016	Staff attendance report on SAP, attendance sheets from PLC Meetings and Collaborative Planning Sessions.	6/2/2017 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Teachers will implement instruction aligned to the complexity level of the Florida State Standards. (The instructional piece focusing on the 5 E supported in math and science and gradual release model in reading) in order to provide data to make informed instructional decisions to differentiate instruction based on student's academic needs.\*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; D.3 Staff Learning & Growth; and E.4 & E.6 Support & Resources.

**G1.B1** The instructional staff is shifting from using the gradual release model in Math and Science to the 5E instructional model.

**G1.B1.S1** The instructional staff will be provided with professional development and effective strategies to successfully implement the 5E instructional model during both math and science instruction.

### PD Opportunity 1

Based on PD opportunities the instructional staff will be provided with support in order to ensure effective implementation of the 5E instructional model in math and science classes.

#### Facilitator

Amy Heiser-Meyers; Administrative Leadership Team (Including Instructional Coaches)

#### Participants

Instructional staff

#### Schedule

Quarterly, from 9/13/2016 to 6/2/2017

**G1.B2** The instructional staff do not uniformly know how to align curriculum to the complexity level of rigor.

**G1.B2.S1** Coaches will create a schedule to meet with instructional staff to provide aid with the process of aligning the complexity levels to the curriculum tasks to support disaggregating student data to drive instruction that is differentiated by student needs.

**PD Opportunity 1**

The coaches will provide strategies to assist teachers with interpreting the complexity levels of tasks in order to collect accurate student data for differentiated instructional purposes.

**Facilitator**

The Instructional Coaches

**Participants**

All instructors

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**G1.B3** The instructional staff struggles with implementing effective differentiated instruction.

**G1.B3.S1** Professional development will be used to assist teachers in identifying what data to use and how to use that data to drive student differentiated instruction within the classroom.

**PD Opportunity 1**

The instructional staff will participate in professional development to assist them in using data to differentiate instruction.

**Facilitator**

Instructional Coaches; Administrative Team; Other members of the Leadership Team

**Participants**

Instructional Staff

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

**G3.** The Horizons community will increase positive relationships in order to increase student attendance, student time on task, and instructional time to reduce discipline referrals and out of school suspensions therefore increasing student achievement. \*\* This goal supports the PCSB District Strategic Plan: A.1 Student Achievement; C.1 Safe & Secure Environment; D.3 Staff Learning & Growth; and E.3 & E.4 Support & Resources.

**G3.B1** Staff attendance which creates a lack of consistency for students and attendance and tardiness of team members for PLC meetings.

**G3.B1.S1** Monitor staff attendance during the school year, and also during PLC Meetings and Collaborative Planning Sessions.

### **PD Opportunity 1**

Increasing staff attendance will increase positive student relationships further increasing student achievement.

#### **Facilitator**

Administration

#### **Participants**

Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis.

#### **Schedule**

Monthly, from 8/22/2016 to 6/2/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Based on PD opportunities the instructional staff will be provided with support in order to ensure effective implementation of the 5E instructional model in math and science classes.				\$43,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1362 - Horizons Elementary School	Title I, Part D		\$43,000.00
			Notes: Notes: Curriculum Development to ensure quality differentiated assignments are developed and implemented. Materials needed to ensure the implementation of differentiated instruction within the classroom setting: -file accordian folders and manila folders(keep differentiated student work and student portfolio usage) -Uni-Ball® 207 Gel Impact pens -card stock paper -colored paper -computer copier/paper -printers for classroom student assignment usage -computer toner/ink for student work assignments - clear plastic protectant pages for student use -crayons/colored markers/colored pencils to assist students with identifying different parts of his/her differentiated assignments. - differentiated instruction student organizational tubs, hanging system, or trays. -Student headphones/microphones to use at differentiated learning stations. -Use 6 substitutes to cover during Instructional reviews to assist with SIP initiatives (differentiated instruction is an IR initiative that is continuing into 2015-16). -any additional material/supply that is necessary to meet this goal, especially if it supports any of the strategies demonstrated during the Aug-TLC Learning Institute (which has year-long on-going PD).			
2	G1.B2.S1.A1	The coaches will provide strategies to assist teachers with interpreting the complexity levels of tasks in order to collect accurate student data for differentiated instructional purposes.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1362 - Horizons Elementary School			\$0.00
3	G1.B3.S1.A1	The instructional staff will participate in professional development to assist them in using data to differentiate instruction.				\$0.00
4	G2.B3.S1.A1	Recruit master teachers and the media specialist to assist with locating high quality text across content areas. Provide collaborative planning on Tuesdays so teachers have the opportunity to create planned questions to be embedded throughout the lessons to assist students in discovering misconceptions and enhance the depth of student understanding.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1362 - Horizons Elementary School	Title I, Part D		\$10,000.00
			Notes: Notes: In order to locate high quality text across content areas the following materials are necessary: -file accordian folders and manila folders(literacy circles) -Uni-Ball® 207 Gel Impact pens -card stock paper -colored paper -computer copier/paper -printers for classroom student assignment usage -computer toner/ink for student work assignments -clear plastic protectant pages for student use -crayons/colored markers/ colored pencils -student organizational tubs, hanging system, or trays. -Student headphones/microphones to use at ELA learning stations. -student spiral notebooks - Avery computer labels for literacy novels-stem questioning -FSA/Common Core approved student literacy books/novels -Textual materials and/or subscriptions such as, but not limited, to Ranger Rick, Time for Kids, Nat GEO, & Weekly Reader. -Use 6			



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		<i>substitutes to cover during Instructional reviews to assist with SIP initiatives (implementing high quality text across content areas is an IR initiative that is continuing into 2015-16). --any additional material/supply that is necessary to meet this goalany additional material/supply that is necessary to meet this goal, especially if it supports any of the strategies demonstrated during the Aug-TLC Learning Institute (which has year-long on-going PD).</i>				
<b>5</b>	<b>G3.B1.S1.A1</b>	<b>Increasing staff attendance will increase positive student relationships further increasing student achievement.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$1,000.00
		<i>Notes: Notes: Recognize exemplary staff attendance.</i>				
<b>Total:</b>						<b>\$54,000.00</b>