

Marion County Public Schools

Horizon Academy At Marion Oaks



2017-18 Schoolwide Improvement Plan

Horizon Academy At Marion Oaks

365 MARION OAKS DR, Ocala, FL 34473

[no web address on file]

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 91% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 73% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C* | 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 Marion 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Horizon Academy At Marion Oaks

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | - 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 Horizon Academy is to nurture the development of responsible, thoughtful citizens for life in an increasingly reliant global society by creating environments in which students are challenged to achieve more, to be creative, and to actively participate in and be accountable for their learning.

b. Provide the school's vision statement.

Horizon Academy, in partnership with the Marion Oaks Community, is committed to presenting a safe and respectful setting which inspires excellence and challenges all students to develop their talents as healthy, life-long learners, achievers, and responsible citizens.

2. School Environment

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

Horizon Academy at Marion Oaks establishes relationships between students and teachers through a fall "Meet and Greet", a fall Open House, regular Skylert messages through telephone, teacher web pages on the school website, ongoing Coffee with the Principal for parents, ELL Nights, and an open door policy toward parents to visit. Cafeteria staff are happy to create dietary changes for students with religious or cultural needs. Guidance accepts absences related to religious or cultural events. ELL staff assist students with language barriers to learning. The importance of character traits and treating one another with respect in spite of our differences is taught throughout the day, and reinforced and rewarded through our PBS program.

Horizon Academy at Marion Oaks also utilizes a part-time parent liaison on campus throughout the school year. The parent liaison is an integral part of building relationships between families and the school which in turn cultivates individualized relationships between teachers and students.

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

Supervision is always present, from the time students arrive on campus at 7:30 a.m., until after they leave for home. Busses, cars, and walkers are greeted by staff and administration upon exiting their mode of transportation. At dismissal, students are escorted to their modes of transportation by staff members. Students walking home are also escorted to the main road in front of the campus. Busses have radio communication back to the school site. During school, teachers, support staff, and administrators are visible during class changes to ensure safe transitions.

Horizon Academy at Marion Oaks holds a zero tolerance for bullying. Any suspected actions are investigated and acted upon to create an environment in which every student feels safe and valued. Guidance seeks to intervene for students experiencing home issues of an emotional nature, such as divorce or death. The district also has an emergency team of counselors to assist in the event of a tragedy. Teachers hold students accountable for the behavior expectations as a means to increase the respect of students one for another, and for faculty and staff.

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.

Horizon Academy at Marion Oaks is a PBS school. That positive behavior system (PBS) increases student engagement and creates an environment of wanting to learn and to encourage students to be their best. Our deans follow district behavioral guidelines. The disciplinary system is tiered in an effort to create consequences fitting the offense of the student. The handbook clearly defines expectations and results of not following those standards within the school campus.

Classroom Intervention Reports(CIR) are used within the classroom to educate the student regarding infractions, and how behavior needs to change to avoid further action. Steps are defined to allow the students and teachers to create positive behavior and mutual respect. Those steps involve parent contact, teacher and student conferencing, and other actions before a disciplinary referral is written.

Teachers post both classroom and school expectations in classrooms. School expectations are also posted in common areas as warranted by the environment, such as cafeteria, courtyard, and media center.

The PBS committee has been trained by district personnel, and train teachers and staff in the PBS program. Deans train faculty and staff on the CIR process, as well as providing support throughout the school year to maintain the integrity of the program. District guidelines are followed at all times to ensure fair and consistent enforcement.

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.

Horizon Academy at Marion Oaks employs two full time guidance counselors, as well as a part time social worker. Students are encouraged to meet with them in times of need. Teachers may also refer students to guidance counselors when that student appears to be "different" than usual or display signs of being troubled.

Our mentoring program is based upon a check in, check out system in which students are held accountable for daily behavior and improvements in problem areas. Mentors may be any adult on campus, administrators, deans, counselors, paraprofessionals, or teachers.

When the school becomes aware that a student is involved in a crisis situation, teachers are put on alert in order to look for signs warranting further counseling or support.

In order to better meet social-emotional needs we have integrated a variety of activities based on student choice during our mid-day Hawk Hour. These activities, led by a teacher, improve and enhance the social-emotional needs of our students. The activities were proposed by the faculty and students had the opportunity to select the activity of their choosing.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning system includes a software program in Performance Matters alerting administrative personnel to students displaying the highest number of indicators, such as absenteeism, suspensions, or academic failures. That information is brought to the Synergy Team meeting which consists of the social worker, behavior specialist, deans, guidance counselors, administrators, and

instructional coach. Discussion is held regarding possible solutions and involvement of the school to correct the problems after determining the root cause of the issues.

Indicators include attendance below 90%, one or more suspensions, course failures in English Language Arts or Mathematics, or a non-proficient score on standardized testing in English Language Arts or Mathematics. Students are prioritized by severity of the problems being faced and appropriate personnel are involved in working toward the development of a corrective measure, as well as monitoring progress.

As an administrative team we maintain a multi tiered system of monitoring the Early Warning System. We have identified a "coaching" model that utilizes the guidance counselors and student deans to offer support to the classrooms and monitor the students of an assigned grade level. The coach works with teachers, visits classrooms, collects data points for student progress, whether behavioral or academic. This information is shared at leadership meetings for the whole team plus shared at Synergy meetings held with the support of district level personnel.

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 | 0 | 0 | 0 | 0 | 0 | 19 | 17 | 28 | 26 | 0 | 0 | 0 | 0 | 90 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 12 | 18 | 38 | 29 | 0 | 0 | 0 | 0 | 97 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 16 | 11 | 0 | 0 | 0 | 0 | 31 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 41 | 101 | 102 | 83 | 0 | 0 | 0 | 0 | 327 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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 | 0 | 0 | 0 | 0 | 0 | 10 | 28 | 34 | 13 | 0 | 0 | 0 | 0 | 85 | |

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

The School Based Leadership Team (SBLT) utilizes the district-generated MTSS process to identify and monitor fidelity of interventions at the tiered levels and to identify students in need of greater support and identification. Students at the tier 2 level of need receive similar interventions and the implementation of the intervention is monitored for effectiveness. Students whose needs are not met through the tier 2 intervention process are brought to the Problem Solving Team (PST) for determination of specific strategies to assist the student. The problem-solving process utilizes specific steps, as outlined below, to identify problems, initiate an action plan, and determine the effectiveness of the intervention strategies being implemented.

Step 1: Problem Identification - Identify and target the problem

Step 2: Problem Analysis - Attempt to determine why the problem is occurring

Step 3: Intervention Design - Decide what is going to be done about the problem

Step 4: Response to Intervention - Monitor progress and determine if it is working

Tutoring is offered for students four days a week through Title I funding. Teachers offer academic assistance to students in the areas of reading and math. Students work to improve their academic skills

by receiving support as they practice their skills based on their identified class work.

Reading is a high priority for instructional focus. Every teacher is a reading teacher in the sense that reading is integral to student success in every subject area. Therefore, all teachers utilize reading strategies in their classroom instruction. Also, all content area teachers are encouraged to participate in

Next Generation Content Area Reading Professional Development (NGCAR-PD).

Fifth grade students who scored non-proficient on the State Assessment receive daily intensive reading

instruction. They attend intervention groups 60 minutes a day to improve fluency and comprehension.

Additional paraprofessionals are employed in an effort to reduce the adult:student ratio, especially in at risk classrooms, such as intensive reading and math.

iReady will monitor progress of all students through diagnostic, progress monitoring and scheduled semi-annual assessments. This data will be used to have conversations with students about progress, gauge student success and target specific strands, both math and ELA for teachers to target their instruction towards. Instructional groups will be formed to aid small group instruction.

This data, along with previous FSA scores and testing data generated throughout the year, is monitored by the

Content Area Specialist and administration. A variety of vertical and horizontal groupings of teachers meet weekly throughout the year for professional development to discuss strategies to improve math and reading

proficiency of students.

Horizon Academy at Marion Oaks also incorporates Student Improvement Time, known as Hawk Hour, on a daily basis, in which students receive additional instructional support in mathematics as well as project based learning with an emphasis in reading across content areas.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/422860>.

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.

Horizon Academy at Marion Oaks has partnered with a local emergency vehicle manufacturer, who is helping supply items need for the school's movement towards a STEAM school; and help with the financial and tangible needs of the school and community. Each summer, the Back to School Bash is held involving community, businesses, and outreach organizations to provide a backpack and school supplies for all area students, regardless of grade or school affiliation.

SAC meetings include community members and allows for them to voice their concerns and opinions. Coffee with the Principal includes both parents and community members interested in participating in dialogue regarding school and community issues and events. Community meetings are attended by administrative personnel in order to form a bond between the community and the school. School related announcements are included in the community newspaper, and community events are included in the school newsletter, as well. The school maintains a parent resource room which is managed by the parent liaison. The resource room includes materials for parents to use at home. The Title I van also has scheduled visits at Horizon Academy. The van brings materials to assist parents in helping their students with academic achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Maier, Donald | Principal |
| Thornton, Nicole | Assistant Principal |
| Perry, Dustin | Assistant Principal |

b. Duties

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

Donald Maier, Principal
 Dustin Perry, Assistant Principal
 Dr. Nicole Thornton, Assistant Principal
 Susan Scofield, Guidance Counselor
 Dawn Pittman, Guidance Counselor
 Susan Consider, Student Services Manager
 Nora Choquette, Content Area Specialist

 The School Based Leadership Team meetings focus on one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students? The principal oversees the meetings and provides guidance as to appropriate interventions

and potential staffing needs. The assistant principals are responsible for bringing names of students and academic/behavior concerns to the team for discussion. The deans of discipline are responsible for gathering behavior data on previously identified students and providing input for potential interventions of newly identified students. The guidance counselors provide support to parents and students regarding behavior and academic concerns previously identified, as well as scheduling parent conferences, Child Study Team (CST) meetings, and Problem Solving Team (PST) meetings. The reading curriculum coach is responsible for monitoring student reading progress, monitoring the fidelity of the reading programs, and assessing students new to the school for reading placement if needed.

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 School Based Leadership Team (SBLT) consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is monitored and interventions are adjusted based on student growth data.

The school-based team identifies areas in need of improvement and sets goals that are articulated in the School Improvement Plan. An action plan is then created to address each goal area.

The team then meets regularly to set individual goals for students and to progress monitor student growth. Teachers are included in conversation about student growth and their own professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I Part A:

The Horizon Academy at Marion Oaks Title I program focuses on providing resources to support and supplement student learning. These resources include a Curriculum Coach, student supplies, non-instructional paraprofessionals who work with students on remediation and intervention strategies, and funding for parent nights.

Title I – Part C – Migrant Program:

District funds are used to purchase: School supplies, Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A:

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A:

Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X:

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students to not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. Our district supports Red Ribbon Week which focuses on the prevention of violence at and away from school, prevents the illegal use of alcohol, drugs, & tobacco, and fosters a safe, drug free environment that supports students.

Our school lunch program focuses on good nutrition by providing fresh fruits and vegetables to our students every day. The fifth grade teachers and middle school physical education teachers also provide instruction on nutrition through health and fitness activities.

Exceptional Student Education:

The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education:

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.

Health Department:

District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Yolanda Corona | Parent |
| Marlowe AnnMarie | Education Support Employee |
| Nicole Thornton | Teacher |
| Joseph Cummings | Parent |
| Yolanda Corona | Parent |
| Jean Davis | Parent |
| Helen Dueno | Parent |
| Sophia Duran | Business/Community |
| Lorena Gouvera | Parent |
| Deju Gouveria | Student |
| Marva Haslam | Parent |
| Theda Hauffa | Parent |
| Debra Asprey | Business/Community |
| Julia Henry | Parent |
| Fritz Jacques | Business/Community |
| Erroka Johnson | Parent |
| Tara Kleins | Business/Community |
| Erica Ledee | Business/Community |
| Lajuana Lemon | Business/Community |
| Don Maier | Principal |
| Dee Mater | Business/Community |
| Dustin Perry | Teacher |
| Patricia Rego | Parent |
| Melissa Samuels | Business/Community |
| Kirstin Tanner | Parent |
| Tameka Wilson | Business/Community |
| Nazimah Ying | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

School improvement plan was presented and received input from the collective group.

b. Development of this school improvement plan

The school improvement plan was reviewed and discussed throughout the 2016-2017 school year. Input was collected from the SAC membership and implemented in the plan.

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

The SAC oversees the use of School Improvement Funds.

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

School improvements funds were used to implement after school detention and Saturday school. The SAC agreed to use \$7022 of the school improvement funds for this cause.

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.

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 |
|------------------|---------------------|
| Maier, Donald | Principal |
| Smith, Marita | Instructional Coach |
| Thornton, Nicole | Assistant Principal |
| Perry, Dustin | Assistant Principal |
| | Instructional Coach |

b. Duties

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

The major initiatives of the LLT are to provide reading instruction and assistance based on specific student needs. The team will incorporate differentiated instruction and utilize strategies to make a connection between the learner and the reading material to equip students with the skills to become proficient in reading and math. Additional initiatives include:

Training and implementation of specific differentiated instruction to meet the needs of the individual learner; not just the non-proficient learner but the learner requiring enrichment and more challenge.

Increase the number of teachers participating in NGCAR-PD training and support those teachers in implementing reading strategies in their subject area, enhancing their core instruction, and serving the students in need of intensive reading.

Implement Florida Standard strategies in the classroom to increase reading comprehension. Such strategies will include Reading Writing Assignment (RWA) lessons, Close Reading Lesson (CRL) activities, Comprehension Instructional Sequence (CIS) lessons, and Document Based Question (DBQ) lessons.

Provide opportunities for families to be involved in their child's education by offering activities such as a Meet and Greet, Open House, monthly Coffee with the Principal meetings, and monthly School Advisory Council and Parent Teacher Organization meetings.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The teachers of Horizon Academy at Marion Oaks participate in both grade level and subject area team meetings. These meetings are held every other week and allow teachers to collaborate in planning lessons more effectively. Teachers are encouraged to be respectful and appreciative of each others' strengths and abilities as they work together to increase the achievement of our students. Teachers share out best practices at bi-monthly faculty meetings, allowing teachers to incorporate new strategies into their own classrooms. Teachers have taken ownership of our Project Based Learning curriculum and Math Intervention programs. Plans, materials, and curriculums are teacher-created and implemented. Administrators encourage teachers to participate in district and state provided professional development and collaboration trainings.

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

The administration, teachers, and staff of Horizon Academy at Marion Oaks are focused on creating an environment centered on learning where students are offered the support needed to excel to their greatest ability. The administration of Horizon Academy at Marion Oaks understands that teachers are integral to the success of each student, and, therefore, networks within the community and the school system to recruit highly qualified, certified-in-field, and effective teachers. Horizon Academy at Marion Oaks is also visible within the district as the school offers opportunities for staff members and students to be involved in a variety of academic and extracurricular activities. The administration seeks to ensure that Horizon Academy at Marion Oaks is a welcoming and warm environment where all those who enter will desire to become a part of the school.

Teachers hired to join the Horizon Academy at Marion Oaks faculty are nurtured through a new teacher induction program where they receive individual support throughout their first year. Additionally, all teachers participate in ongoing professional development activities offered both through the school and the district. The faculty of Horizon Academy at Marion Oaks meets on a weekly basis as a whole, or as groups, such as teams and departments, to facilitate information, procedures, instructional leadership, and student academic growth. The administration maintains an open-door policy through which all teachers are invited to share concerns and be a part of the forward progress of meeting the needs of the students and families of Horizon Academy at Marion Oaks.

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

When teachers become a part of the Horizon Academy at Marion Oaks faculty, they become part of a year-long induction program that provides support in delivering engaging instruction and managing the academic environment. Teachers new to the school meet on a bi-weekly basis with a dean and an administrator. During these meetings the teachers discuss areas of concern, as well as participate in a book study about classroom management, *The First Days of School*, by Harry Wong. These new teachers are encouraged to seek support from the dean and the administration throughout the year for any questions or concerns they may have.

Additionally, these teachers attend bi-weekly faculty meetings conducted by the principal where they receive pertinent school-wide information and have the opportunity to provide input. These teachers are also assigned to a grade level team as well as a department. These two groups meet once every four weeks to discuss student concerns, upcoming instructional assignments, and coordination of activities.

Teachers new to Horizon Academy at Marion Oaks also receive professional development pertinent to their curriculum and the educational focus of the district. There are also numerous professional development opportunities that are offered through the district. The new teachers are enrolled into SEED University and the PEC Program which is a district mandated initiative to provide mentors and ongoing training and support.

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.

Horizon Academy at Marion Oaks uses state approved, district adopted materials for core curriculum instruction. These materials are based upon the Florida Standards, ensuring quality instruction. Students are monitored with learning checks, benchmarks, and formative assessments in alignment with Florida Standards. I-ready is also utilized to monitor student proficiency and growth in the areas of reading and math.

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.

Students with non-proficient standardized assessments are identified, and then placed in intensive reading classes with different instructional materials and strategies, including Corrective Reading, Read 180, and other state approved curriculum geared to meet the needs of struggling readers. Math students are using the IReady computer program to enhance and support ongoing math instruction. IReady is used to monitor the progress of these students through these programs.

Classroom instruction is differentiated through the use of Learning-Focused strategies, providing scaffolding, and use of support staff to assist struggling students. Students are offered opportunities for after school tutoring and support is also provided through Hawk Hour and Project Based Learning.

Support is given through parents in the parent resource room, an area which is directed by the parent liaison who is versed in assisting parents who are endeavoring to increase their children's academic 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: Extended School Day

Minutes added to school year: 51,840

Horizon Academy offers tutoring through Title 1 funding. The Title 1 tutoring offers help with homework in core academic subjects, as well as academic enrichment. Students participate in the program four days a week throughout the school year from 2:30 to 4:30 pm.

Strategy Rationale

Additional instructional time with students will increase their awareness of vocabulary and increase critical thinking by means of project based learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thornton, Nicole, nicole.thornton@marion.k12.fl.us

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

Students in the Title 1 tutoring program will use a pre- and post grade book marks as a measure growth as a result of the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Horizon Academy at Marion Oaks hosts groups of upcoming fifth graders in the spring. A tour of the campus is conducted, administrators and core personnel are introduced, with expectations of students being explained and questions answered.

Ready, Set, High School is offered for seventh and eighth graders, educating students and parents regarding the opportunities available in area high schools and linking them to post secondary institutions. High schools within our feeder zone are invited to conduct meetings outlining opportunities available to students at those schools. Student groups are welcomed to partner with local high schools, allowing groups, such as FFA, to bond with their high school counterparts.

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 teachers and the administration work with students throughout their 5th grade and middle school years to prepare them for their high school career and their future beyond high school. All students are encouraged to discuss their current curriculum needs or concerns as well as their career interests with their guidance counselor. The guidance counselors work regularly with families to help them prepare and support their children so that they can be successful in school. During the spring

semester of each year, all students are asked to fill out a survey based on the classes they would like to take the following year. Students are scheduled into their area of interest so long as they have demonstrated proficiency as based on State assessment scores. Fifth grade students participate in a wheel for their electives, through which they attend each of the electives offered for a four-week period.

The school has incorporated the Horizon Advanced Academy. The Advanced academy focuses on the enrichment of the students who need additional challenge in the curriculum. Students in the Advanced Academy will be able to earn up to six high school credit courses through the progression of student coursework. Title I will fund supplemental materials needed plus field trips to area high schools and the the College of Central Florida to offer opportunity and enrichment experiences.

The teachers and administration seek opportunities that will enhance the student's ability to make connections between what they are studying in middle school and a future career. Guest speakers frequent the campus for classroom presentations, assemblies, and school-wide events. During Career Day students are exposed to a variety of occupations and fields of interest. Students are encouraged to volunteer within their school and community, as this will help them develop important skills that will assist them in being successful in a variety of experiences in their future. Those students who qualify are also encouraged to submit an application for the Take Stock in Children program, which, if awarded, provides a mentor throughout high school and tuition for the first two years of college at the College of Central Florida.

All students participate in an enrichment period five days a week called Hawk Hour. During Hawk Hour, students are assigned to specific student improvement time locations. During this time, students focus on math interventions or project based learning depending on the identified needs of each student.

Eighth grade students take the Choices online program that suggests areas of study and career possibilities based on a student's strengths and areas of interest. Students are encouraged to meet with their guidance counselors for assistance in their academic planning. A district magnet program caravan visits the school annually and eighth grade students are encouraged to study the options available to them through the county's high school magnet programs. Parents are also invited to attend the presentation.

In supporting our students, it is also important to provide their parents and families with information to assist them in helping their child. Several parent engagement evening opportunities are offered for families to attend including information focused on high school preparation and the Take Stock in Children program and an event where information is provided about Science, Technology, Engineering, and Math (STEM) careers. The Parent Resource Center, staffed by the parent liaison, provides numerous resources to help families help their child.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.

- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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

The school-wide curriculum provides the opportunity for students to see the relationships between subjects and the relevance to their future through electives and arts classes. Students have the opportunity to take art, band, music appreciation, or Spanish classes. Students also can take elective classes that include Agriculture, Agriscience Foundations, Computer Applications, Graphic Design, Studio 2-D Art, Health Occupations, and Information Technology.

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

Horizon Academy at Marion Oaks hosts an annual Career Day in an effort to integrate career and technical education into our school day. Presenters and guest speakers allow students to have a better understanding of what is required to enter that field, and to visualize being an employee in those areas. Teachers are working collaboratively to create experiences for students which mirror the real world.

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 annual Ready, Set, High School evening opportunity for students and parents shares information to prepare students for high school. The administration from an area high school participates to offer a bridge of information.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Horizon Academy students will be guided through exciting and rigorous science learning that will enable them to investigate and think critically about the natural world around them. Scientific curriculum will encourage the natural curiosity of learners at all levels by developing their skills of inquiry, and allow them to make connections between disciplines to develop a holistic knowledge. Students will be challenged to apply their problem solving skills to global issues of the 21st century.
- G2.** If teachers provide Differentiated Instruction in all core content areas thus meeting the needs of struggling students and able learners, then overall proficiency will increase by 5% compared to prior year.

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. Horizon Academy students will be guided through exciting and rigorous science learning that will enable them to investigate and think critically about the natural world around them. Scientific curriculum will encourage the natural curiosity of learners at all levels by developing their skills of inquiry, and allow them to make connections between disciplines to develop a holistic knowledge. Students will be challenged to apply their problem solving skills to global issues of the 21st century. **1a**

 G095892

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| Statewide Science Assessment Achievement | 40.0 |

Targeted Barriers to Achieving the Goal **3**

- Students enter middle school 1-2 years below grade level based upon State assessments • Students meeting grade level proficiency need more enrichment and challenge

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

- New district-adopted instructional materials • Personnel to facilitate small group instruction • Project based learning • Title I funding identified for personnel and supplemental materials, including i-ready
-

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

teacher assignments on grade level; rigor to at least grade level;

Person Responsible

Donald Maier

Schedule

On 5/25/2018

Evidence of Completion

periodic benchmark results; formative classroom assessments' minutes from PLCs

G2. If teachers provide Differentiated Instruction in all core content areas thus meeting the needs of struggling students and able learners, then overall proficiency will increase by 5% compared to prior year.

1a

G095893

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Gains | 58.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| FSA Mathematics Achievement | 40.0 |
| Math Gains | 60.0 |
| Math Lowest 25% Gains | 55.0 |
| Algebra I EOC Pass Rate | 90.0 |
| FSA ELA Achievement | 45.0 |

Targeted Barriers to Achieving the Goal 3

- Students enter middle school 1-2 years below grade level based upon State assessments
- Students meeting grade level proficiency need more enrichment and challenge

Resources Available to Help Reduce or Eliminate the Barriers 2

- New district-adopted instructional materials
- Personnel to facilitate small group instruction
- After-school tutoring and enrichment
- Title I funding identified for personnel and supplemental materials
- Establishment of the Horizon Advanced Academy for enrichment and college readiness

Plan to Monitor Progress Toward G2. 8

If data is collected, monitored and evaluated from IReady for both reading and math then student growth will be monitored and differentiation of instruction reflects its implementation based on data.

Person Responsible

Nicole Thornton

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student growth demonstrated in the collected data will demonstrate progress being made towards the selected target.

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. Horizon Academy students will be guided through exciting and rigorous science learning that will enable them to investigate and think critically about the natural world around them. Scientific curriculum will encourage the natural curiosity of learners at all levels by developing their skills of inquiry, and allow them to make connections between disciplines to develop a holistic knowledge. Students will be challenged to apply their problem solving skills to global issues of the 21st century. **1**

 G095892

G1.B1 • Students enter middle school 1-2 years below grade level based upon State assessments • Students meeting grade level proficiency need more enrichment and challenge **2**

 B258087

G1.B1.S1 Teachers will implement small group remediation and enrichment in core subject areas based upon student needs **4**

 S273211

Strategy Rationale

Student class and home work assignments are typically 1-3 years below their assigned grade level. Assigning more rigorous assignments, along with grade-specific standards-based instruction, should increase mastery

Action Step 1 **5**

PD for all teachers to focus on breaking down the standards, along with item specifications, to understand what is expected at each grade level

Person Responsible

Donald Maier

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

CWTs; student artifacts; formal observations; data walks;

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

classroom observations; data talks at PLCs

Person Responsible

Donald Maier

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

student artifacts; PLC attendance and minutes; observations; "crate-walks"

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

feedback from teachers; student grades; progress monitoring

Person Responsible

Dustin Perry

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

teacher and student artifacts

G2. If teachers provide Differentiated Instruction in all core content areas thus meeting the needs of struggling students and able learners, then overall proficiency will increase by 5% compared to prior year. 1

G095893

G2.B1 Students enter middle school 1-2 years below grade level based upon State assessments 2

B258088

G2.B1.S1 Student growth will be monitored through IReady. Teachers will implement small group remediation and enrichment in all core subject areas based upon student needs through the use of technology. Parent outreach and the use of the local community center will help encourage family involvement. 4

S273212

Strategy Rationale

Students entering middle school 1 - 2 years below grade level must have differentiated instruction.

Action Step 1 5

Teachers will participate in professional development opportunities and discuss newly adopted Florida Standards and instructional practices then differentiated instruction will increase and result in closing the academic gap.

Person Responsible

Donald Maier

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

minutes from collaborative/data meetings; participation rosters of district professional development; minutes from synergy team meetings

Action Step 2 5

Engage families with relevant after-school activities, such as Science Night, History Fair, and Parent Support nights, so parents feel more welcome and are better able to support their child.

Person Responsible

Donald Maier

Schedule

Monthly, from 7/14/2017 to 6/30/2018

Evidence of Completion

Attendance rosters, mid year and end of year parent surveys

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

If instructional leaders of the school visit and coach classroom teachers and provide support during the planned collaboration time then students will receive effective differentiated instruction to meet individual student needs.

Person Responsible

Donald Maier

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student data based on district Learning Checks will exemplify the increase in achievement and responses to administrative and academic coach walk throughs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The School Advisory Council will meet four times a year based on the by-law to make decisions for school improvement

Person Responsible

Donald Maier

Schedule

Quarterly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Agenda and minutes from the School Advisory Council meetings will be maintained by Mr. Don Maier to document decisions.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration and instructional coach will monitor student data and differentiated student practices.

Person Responsible

Donald Maier


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student data based on IReady will exemplify the increase in achievement and responses to administrative and academic coach walk throughs.

G2.B2 Students meeting grade level proficiency need more enrichment and challenge 2

 B258089

G2.B2.S1 Horizon Academy will establish an Advanced Academy for proficient students who need more challenge and enrichment within their academic instruction. 4

 S273213

Strategy Rationale

Able students require differentiated instruction that meets their individual instructional needs.

Action Step 1 5

Horizon Academy will establish an Advanced Academy within the school program to meet the enrichment and academic challenge of the able learner.

Person Responsible

Donald Maier

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Monitor the academic growth of identified students. Evidence of advanced rigorous content focused to extend learning beyond standard curriculum.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Student growth in academic achievement along with students in 7th and 8th grade earning high school credits and scoring proficiently on state EOC assessments.

Person Responsible

Donald Maier

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Units of high school credits earned prior to students leaving the middle school environment.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor student progress in the classroom plus monitor the differentiated instruction needed to enhance the instructional challenge required to challenge students in earning high school credits while in middle school.

Person Responsible

Donald Maier

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student grades and progress will be monitored along with lesson plans identifying the differentiated instructional practices of the enriched classroom.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|------------------|-------------------------------|---|---------------------|
| 2018 | | | | | |
| G1.MA1 M393163 | teacher assignments on grade level; rigor to at least grade level; | Maier, Donald | 8/10/2017 | periodic benchmark results; formative classroom assessments' minutes from PLCs | 5/25/2018 one-time |
| G2.MA1 M393169 | If data is collected, monitored and evaluated from IReady for both reading and math then student... | Thornton, Nicole | 8/10/2017 | Student growth demonstrated in the collected data will demonstrate progress being made towards the selected target. | 5/25/2018 monthly |
| G1.B1.S1.MA1 M393161 | feedback from teachers; student grades; progress monitoring | Perry, Dustin | 8/10/2017 | teacher and student artifacts | 5/25/2018 monthly |
| G1.B1.S1.MA1 M393162 | classroom observations; data talks at PLCs | Maier, Donald | 8/10/2017 | student artifacts; PLC attendance and minutes; observations; "crate-walks" | 5/25/2018 weekly |
| G1.B1.S1.A1 A366739 | PD for all teachers to focus on breaking down the standards, along with item specifications, to... | Maier, Donald | 8/3/2017 | CWTs; student artifacts; formal observations; data walks; | 5/25/2018 monthly |
| G2.B1.S1.MA1 M393164 | Administration and instructional coach will monitor student data and differentiated student... | Maier, Donald | 8/10/2017 | Student data based on IReady will exemplify the increase in achievement and responses to administrative and academic coach walk throughs. | 5/25/2018 monthly |
| G2.B1.S1.MA2 M393166 | The School Advisory Council will meet four times a year based on the by-law to make decisions for... | Maier, Donald | 8/31/2017 | Agenda and minutes from the School Advisory Council meetings will be maintained by Mr. Don Maier to document decisions. | 5/25/2018 quarterly |
| G2.B1.S1.A1 A366740 | Teachers will participate in professional development opportunities and discuss newly adopted... | Maier, Donald | 8/10/2017 | minutes from collaborative/data meetings; participation rosters of district professional development; minutes from synergy team meetings | 5/25/2018 monthly |
| G2.B2.S1.MA1 M393167 | Monitor student progress in the classroom plus monitor the differentiated instruction needed to... | Maier, Donald | 8/10/2017 | Student grades and progress will be monitored along with lesson plans identifying the differentiated instructional practices of the enriched classroom. | 5/25/2018 monthly |
| G2.B2.S1.MA1 M393168 | Student growth in academic achievement along with students in 7th and 8th grade earning high school... | Maier, Donald | 8/10/2017 | Units of high school credits earned prior to students leaving the middle school environment. | 5/25/2018 monthly |
| G2.B2.S1.A1 A366742 | Horizon Academy will establish an Advanced Academy within the school program to meet the enrichment... | Maier, Donald | 8/10/2017 | Monitor the academic growth of identified students. Evidence of advanced rigorous content focused to extend learning beyond standard curriculum. | 5/25/2018 monthly |
| G2.B1.S1.MA1 M393165 | If instructional leaders of the school visit and coach classroom teachers and provide support... | Maier, Donald | 8/10/2017 | Student data based on district Learning Checks will exemplify the increase in achievement and responses to administrative and academic coach walk throughs. | 5/31/2018 monthly |
| G2.B1.S1.A2 A366741 | Engage families with relevant after-school activities, such as Science Night, History Fair, and... | Maier, Donald | 7/14/2017 | Attendance rosters, mid year and end of year parent surveys | 6/30/2018 monthly |

V. Professional Development Opportunities

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

G1. Horizon Academy students will be guided through exciting and rigorous science learning that will enable them to investigate and think critically about the natural world around them. Scientific curriculum will encourage the natural curiosity of learners at all levels by developing their skills of inquiry, and allow them to make connections between disciplines to develop a holistic knowledge. Students will be challenged to apply their problem solving skills to global issues of the 21st century.

G1.B1 • Students enter middle school 1-2 years below grade level based upon State assessments • Students meeting grade level proficiency need more enrichment and challenge

G1.B1.S1 Teachers will implement small group remediation and enrichment in core subject areas based upon student needs

PD Opportunity 1

PD for all teachers to focus on breaking down the standards, along with item specifications, to understand what is expected at each grade level

Facilitator

School Administration

Participants

all teachers with item specs; all classroom teachers for data/crate walks

Schedule

Monthly, from 8/3/2017 to 5/25/2018

G2. If teachers provide Differentiated Instruction in all core content areas thus meeting the needs of struggling students and able learners, then overall proficiency will increase by 5% compared to prior year.

G2.B1 Students enter middle school 1-2 years below grade level based upon State assessments

G2.B1.S1 Student growth will be monitored through IReady. Teachers will implement small group remediation and enrichment in all core subject areas based upon student needs through the use of technology. Parent outreach and the use of the local community center will help encourage family involvement.

PD Opportunity 1

Teachers will participate in professional development opportunities and discuss newly adopted Florida Standards and instructional practices then differentiated instruction will increase and result in closing the academic gap.

Facilitator

Don Maier

Participants

Faculty and staff of Horizon Academy

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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 | PD for all teachers to focus on breaking down the standards, along with item specifications, to understand what is expected at each grade level | | | | \$3,623.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0721 - Horizon Academy At Marion Oaks | Title, I Part A | | \$3,623.00 |
| | | | Notes: Planning and coverage for teachers to have collaborative meetings | | | |
| 2 | G2.B1.S1.A1 | Teachers will participate in professional development opportunities and discuss newly adopted Florida Standards and instructional practices then differentiated instruction will increase and result in closing the academic gap. | | | | \$322,577.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0721 - Horizon Academy At Marion Oaks | Title I, Part A | | \$21,349.00 |
| | | | Notes: Enrichment programs for struggling students | | | |
| | | | 0721 - Horizon Academy At Marion Oaks | Title, I Part A | | \$153,691.00 |
| | | | Notes: Additional personnel for student support | | | |
| | | | 0721 - Horizon Academy At Marion Oaks | Title, I Part A | | \$147,537.00 |
| | | | Notes: Supplies and materials to provide differentiated instruction for students based on remediation or enrichment. | | | |
| 3 | G2.B1.S1.A2 | Engage families with relevant after-school activities, such as Science Night, History Fair, and Parent Support nights, so parents feel more welcome and are better able to support their child. | | | | \$0.00 |
| 4 | G2.B2.S1.A1 | Horizon Academy will establish an Advanced Academy within the school program to meet the enrichment and academic challenge of the able learner. | | | | \$9,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0721 - Horizon Academy At Marion Oaks | Title I, Part A | | \$6,000.00 |
| | | | Notes: Supplemental materials for instruction of the individual student including enhancements such as field trips to area institutes for higher education and enrichment. | | | |
| | | | 0721 - Horizon Academy At Marion Oaks | Title I, Part A | | \$3,500.00 |
| | | | Notes: Collaboration of teachers for the mutual understanding of differentiated instruction for the able learner. | | | |
| Total: | | | | | | \$335,700.00 |