

Polk County Public Schools

Horizons Elementary School



2017-18 Schoolwide Improvement Plan

Horizons Elementary School

1700 FOREST LAKE DR, Davenport, FL 33837

schools.polk-fl.net/horizonshawks

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) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 94% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 84% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | D | C* | D |

**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 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 14 |
| Ambitious Instruction and Learning | 14 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 23 |
| Appendix 1: Implementation Timeline | 35 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 37 |
| Professional Development Opportunities | 37 |
| Technical Assistance Items | 41 |
| Appendix 3: Budget to Support Goals | 41 |

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 Horizons Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | - 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 is learned in several ways. Many classes have interest inventories or get to know me activities whenever a new year begins or a new student enters the school. Teachers collect data of our students' demographic data. The school also takes this into consideration when hiring new staff, as we attempt to mirror our school's 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 social skills through modeling and the monthly Keys to Character building. Lastly, 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 2016-2017 PBS protocol in 8/2017 including CHAMPS training. Ms. Jackson, our guidance counselor, will be using the Drum Beat Program with 3rd and 4th grade students that have been identified as having low emotional resilience, and disrupt the flow of learning. Teachers will also be trained in the strategies of Drum Beat. 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 agenda (for all students) to keep students, teachers, and parents, aware of the daily expectations. The agenda 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 agenda 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 student has an opportunity to earn 15 points daily for modeling the PBS traits. Each quarter, students will be expected to meet or exceed the point total set for the month. 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 throughout the school year to address concerns brought to the attention of the team in order to improve practices school wide. For the 2017-18 school year any PCSB school that has a student enrollment above 700 students will be allocated a Dean of Students. Mrs. Fernandez will continue to be the 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 part-time 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 2017-2018 school year there will be monthly Making Memories-CHAMPS.

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.

Our district has provided us with the program Performance Matters. This system can track the following: Attendance below 90 percent, one of more suspensions, course failure in English Language Arts in any grading period, course failure in mathematics in any grading period, and a Level 1 score on the statewide, standardized assessments in English Language Arts and Mathematics.

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 | 47 | 42 | 41 | 45 | 25 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 242 |
| One or more suspensions | 4 | 9 | 8 | 19 | 12 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| 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 | 32 | 15 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |

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 | 1 | 32 | 14 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 |

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 2017-18 pending funding to target students who demonstrated the need for remediation in reading and/or mathematics in grades 3-5. This will be based on STAR Data, FSA, and progress monitoring 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 Achieve 3000. Questions posed require students to infer, predict, recall, and cite the text for evidence to support their answers. All correct answers will require 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 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 available at the school site.

2. Description

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 2015-2017 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 publicly 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

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 |
| Hibbitts, Cynthia | Teacher, K-12 |
| Fernandez, Debra | Dean |
| Kindle, Henreta | Instructional Coach |
| Holloman, Jacqueline | Instructional Coach |
| Shea, Shana | Teacher, K-12 |
| Edwards, James | Assistant Principal |
| Braid, Tandy | Instructional Media |

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. Robertson is our Math coach. He has had many years in teaching elementary education, and experiences in teaching mathematics in middle school. Mr. Robertson has a masters in Educational Leadership, as well as a masters in curriculum. Last year he served as our mathematics interventionist.

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.

Title I, Part A Title I, Part A, funds school-wide services to Horizons Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic

achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant Migrant students enrolled in Horizons will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs provide violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Supplemental Academic Instruction (SAI) unit(s)...

Nutrition Programs...

Parent Information Resource Centers (5 sites)...

21st Century Program (After School Adventures)...

Title I PreK...

SIG Grant...

UniSIG...

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 |
| 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

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

The SIP was reviewed during the final SAC meeting for the 2016-17 school year in May 2016. The draft SIP goals and Title I budget was shared during the SAC meeting.

b. Development of this school improvement plan

Throughout the 2016-17 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 9-16. 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 2017 meeting. The budget was also discussed during the first SAC meeting of the new year on 8-17.

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 2016-17 school year:

1. Purchase work days during the summer for the assistant principals and terminal operator.
2. 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 |
| 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 |
| Braid, Tandy | Assistant Principal |

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 discussed 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 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 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 provided 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 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/RtI 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 Performance Matters 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 fourth 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 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.

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 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.

Some area of strengths are the following:

1. Our student with disabilities proficiency rate went from 4.7% to 23.9%. That is a 19.2% increase.
2. Math proficiency rates went from 33.9% to 58% in 4th grade. That is a 24.1% increase.
3. 3rd grade ELA scores increased by 12.3%
4. Science scores increased by 9.2%. The number of 4's increased as well in Science.

Some areas of need:

1. In 5th grade, our ELA scores decreased.
2. ELL proficiency decreased in science by 9.7%.
3. In Science, our disabled students' proficiency in Science increased, but only half as much as non-disabled students.

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.

5th grade is the first group of students that have taken the FSA and not retained for receiving an achievement level one on the ELA FSA.

Explicit instruction in the area of science content vocabulary may not have been consistently implemented in the science classrooms.

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.** If teachers will implement instruction aligned to the complexity level of the Florida State Standards, then student success on weekly and end of module assessments will increase. (Focusing on the instructional piece of 5 E supported in math and science and gradual release model in reading) ** This goal supports the PCSB District Strategic Plan: Goal 1-District Grade and Goal 2-Graduation Rate.
- G2.** If teachers will collaboratively 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, then 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: Goal 1-District Grade and Goal 2-Graduation Rate.
- G3.** If 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 then student achievement will increase. ** This goal supports the PCSB District Strategic Plan: Goal 3 Dropout Rate.

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. If teachers will implement instruction aligned to the complexity level of the Florida State Standards, then student success on weekly and end of module assessments will increase. (Focusing on the instructional piece of 5 E supported in math and science and gradual release model in reading) ** This goal supports the PCSB District Strategic Plan: Goal 1-District Grade and Goal 2-Graduation Rate. 1a

G097757

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 54.0 |
| FSA Mathematics Achievement | 54.0 |
| FCAT 2.0 Science Proficiency | 54.0 |

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

- Performance Matters- 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 Polk County School District

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 8/10/2017 to 5/24/2018

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. If teachers will collaboratively 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, then 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: Goal 1-District Grade and Goal 2-Graduation Rate. 1a

G097758

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 54.0 |
| FSAA Mathematics Achievement | 54.0 |
| FCAT 2.0 Science Proficiency | 54.0 |

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 Polk County School Board
- Literacy Interventionist for LLI (First grade focus)
- Math Interventionist (focusing on Fourth & Fifth)
- Incorporation of the ESE-Resource Service Model

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 8/10/2017 to 5/24/2018

Evidence of Completion

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

G3. If 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 then student achievement will increase. ** This goal supports the PCSB District Strategic Plan: Goal 3 Dropout Rate. 1a

G097759

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 54.0 |
| FSA Mathematics Achievement | 54.0 |
| FCAT 2.0 Science Proficiency | 54.0 |
| 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 including attendance and tardiness of team members for PLC meetings.
- Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds.

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. 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 STAR 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 8/10/2017 to 5/24/2018

Evidence of Completion

Reduced absenteeism, reduced tardies, reduced early check-outs, increases in student achievement as evidenced on- STAR 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. If teachers will implement instruction aligned to the complexity level of the Florida State Standards, then student success on weekly and end of module assessments will increase. (Focusing on the instructional piece of 5 E supported in math and science and gradual release model in reading) ** This goal supports the PCSB District Strategic Plan: Goal 1-District Grade and Goal 2-Graduation Rate. **1**

 **G097757**

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

 **B262780**

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**

 **S278262**

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. They will also utilize LSI Professional Development software in planning.

Person Responsible

Amy Heiser Meyers

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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

 B262781

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

 S278263

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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

 B262782

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

 S278264

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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.

G1.B3.S2 Based upon the data, we will target students that are struggling to make sufficient progress towards meeting the Florida State Standards, and invite them to Saturday tutoring, and/or participate in small groups lead by our interventionists. 4

S278265

Strategy Rationale

Given more time, and smaller class sizes, students will be able to receive additional standards-based instruction in order to close the achievement gap from their peers.

Action Step 1 5

Targeted students will receive extended learning opportunities and/or interventions.

Person Responsible

Stephen Klupp

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Based upon IStation data.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teachers will keep accurate records of attendance, as well as progress monitoring tools.

Person Responsible

Curtis JR Robertson

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Based upon IStation reports, students will show an increase in scale score.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

IStation data will be checked monthly.

Person Responsible

James Edwards

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Per IStation data, students scale scores will increase.

G2. If teachers will collaboratively 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, then 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: Goal 1-District Grade and Goal 2-Graduation Rate. 1

G097758

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

B262785

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

S278267

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

Evidence of Completion

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

G3. If 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 then student achievement will increase. ** This goal supports the PCSB District Strategic Plan: Goal 3 Dropout Rate. 1

G097759

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

B262786

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

S278268

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

Evidence of Completion

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

G3.B2 Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds. 2

 B262787

G3.B2.S1 Increasing staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds. We will do this by PD in CHAMPS, increasing parent communication, as well as the Drum Beat Program. This program will help with an increase in the social and emotional resilience of at risk students. 4

 S278269

Strategy Rationale

To increase positive student relationships and decrease classroom disruptions.

Action Step 1 5

The school will conduct monthly small group counseling sessions, provide both English/Spanish parent workshops, and solicit the assistance of the Title I Parent Involvement Paraprofessional to assist with the school/home relationship through effective positive strategies to monitor/acknowledge positive attendance and/or student behavior of identified at-risk students. At risk students will also participate in the Drum Beat Program.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 10/23/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets of participation.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor participant sign-in sheets and application of strategies shared during the PLC meetings.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Copy of participant sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

The strategy will be monitored for effectiveness by reviewing academic student progress, attendance data, and discipline data.

Person Responsible

Amy Heiser Meyers

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

To see a decrease in discipline referrals; attendance absences for students; and .increased academic achievement.

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 | | | | | |
| G3.B2.S1.MA1 M404714 | The strategy will be monitored for effectiveness by reviewing academic student progress, attendance... | Heiser Meyers, Amy | 9/24/2014 | To see a decrease in discipline referrals; attendance absences for students; and .increased academic achievement. | 5/29/2015 monthly |
| G3.B2.S1.MA1 M404715 | Monitor participant sign-in sheets and application of strategies shared during the PLC meetings. | Heiser Meyers, Amy | 9/24/2014 | Copy of participant sign-in sheets. | 5/29/2015 monthly |
| G3.B2.S1.A1 A374819 | The school will conduct monthly small group counseling sessions, provide both English/Spanish... | Heiser Meyers, Amy | 10/23/2014 | Sign-in sheets of participation. | 5/29/2015 monthly |
| G1.MA1 M404708 | The data that will be collected includes math and science module assessments and other progress... | Edwards, James Micah | 8/10/2017 | 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. | 5/24/2018 quarterly |
| G2.MA1 M404711 | Evidence of increased scores on FAIR, IBPT testing, Star-Early Literacy, and on-going assessments. | Heiser Meyers, Amy | 8/10/2017 | Score reports from FAIR, IBPT testing, Star-Early Literacy, and on-going assessments. | 5/24/2018 quarterly |
| G3.MA1 M404716 | Early warning system reports, attendance reports, tardy reports, early check-out reports,... | Heiser Meyers, Amy | 8/10/2017 | Reduced absenteeism, reduced tardies, reduced early check-outs, increases in student achievement as evidenced on-STAR data and on-going progress monitoring reading/mathematics data. | 5/24/2018 quarterly |
| G1.B1.S1.MA1 M404700 | Monitoring student data trends will be used to determine the effectiveness at reducing the barrier. | Heiser Meyers, Amy | 8/10/2017 | Based on math and science data and on-going progress monitoring data, evidence of the success of implementing the 5E model will be evidenced. | 5/24/2018 quarterly |
| G1.B1.S1.MA1 M404701 | By conducting classroom visits and reviewing teacher lesson plans (from collaborative planning)... | Edwards, James Micah | 8/10/2017 | Walkthrough and data chat documentation with teachers. | 5/24/2018 quarterly |
| G1.B1.S1.A1 A374813 | Based on PD opportunities the instructional staff will be provided with support in order to ensure... | Heiser Meyers, Amy | 8/10/2017 | 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. | 5/24/2018 quarterly |
| G1.B2.S1.MA1 M404702 | The effectiveness will be monitored based on student progress on unit assessments, benchmark... | Heiser Meyers, Amy | 8/10/2017 | The evidence that will be collected includes assessment results, classroom assessment rubric results, and portfolio reviews. | 5/24/2018 quarterly |
| G1.B2.S1.MA1 M404703 | The instructional coaches will use the monitoring feedback form that is used for teacher coaching.... | Jadallah, Mahboobah | 8/10/2017 | 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. | 5/24/2018 quarterly |
| G1.B2.S1.A1 A374814 | The coaches will provide strategies to assist teachers with interpreting the complexity levels of... | Heiser Meyers, Amy | 8/10/2017 | 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. | 5/24/2018 quarterly |

Polk - 1362 - Horizons Elementary School - 2017-18 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 |
|-------------------------|--|----------------------|-------------------------------|---|---------------------|
| G1.B3.S1.MA1 M404704 | Implementing effective differentiated instruction will be monitored by reviewing student academic... | Heiser Meyers, Amy | 8/10/2017 | 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. | 5/24/2018 quarterly |
| G1.B3.S1.MA1 M404705 | By conducting frequent classroom visits looking for implementation of differentiated instruction. | Heiser Meyers, Amy | 8/10/2017 | 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. | 5/24/2018 quarterly |
| G1.B3.S1.A1 A374815 | The instructional staff will participate in professional development to assist them in using data... | Jadallah, Mahboobah | 8/10/2017 | Classroom observations, student work, and teacher lesson plans will be used as evidence to determine if differentiated instruction is accurately being implemented. | 5/24/2018 monthly |
| G2.B3.S1.MA1 M404709 | The effectiveness will be monitored by seeing an increase in student academic proficiency based on... | Heiser Meyers, Amy | 8/10/2017 | The evidence that will be used is Performance Matters, Istation, FSA past results, STAR-Early Literacy, BEAR Inventory, and other formative classroom assessments across the curriculum. | 5/24/2018 quarterly |
| G2.B3.S1.MA1 M404710 | Both the Reading Coach and Media Specialist will share with Administration and the classroom... | Heiser Meyers, Amy | 8/10/2017 | High quality text copies that meets the criteria for being considered complex grade-level text along with the agenda, notes, and collaborative lesson plan. | 5/24/2018 quarterly |
| G2.B3.S1.A1 A374817 | Recruit master teachers and the media specialist to assist with locating high quality text across... | Heiser Meyers, Amy | 8/10/2017 | Copies of high quality text across content areas. | 5/24/2018 quarterly |
| G3.B1.S1.MA1 M404712 | Effectiveness will be monitored based on an increase in staff attendance based on the SAP report... | Heiser Meyers, Amy | 8/10/2017 | The evidence will be based on if there is a decrease in the number of staff absences. | 5/24/2018 monthly |
| G3.B1.S1.MA1 M404713 | Staff recognition for exemplary attendance on a monthly, quarterly, and end of the year basis. | Heiser Meyers, Amy | 8/10/2017 | Reviewing the staff report in SAP and the sign-in sheets for the PLC Meetings and Collaborative Planning Sessions. | 5/24/2018 monthly |
| G3.B1.S1.A1 A374818 | Increasing staff attendance will increase positive student relationships further increasing student... | Heiser Meyers, Amy | 8/10/2017 | Staff attendance report on SAP, attendance sheets from PLC Meetings and Collaborative Planning Sessions. | 5/24/2018 monthly |
| G1.B3.S2.MA1 M404706 | IStation data will be checked monthly. | Edwards, James | 9/4/2017 | Per IStation data, students scale scores will increase. | 5/31/2018 monthly |
| G1.B3.S2.MA1 M404707 | Teachers will keep accurate records of attendance, as well as progress monitoring tools. | Robertson, Curtis JR | 9/4/2017 | Based upon IStation reports, students will show an increase in scale score. | 5/31/2018 monthly |
| G1.B3.S2.A1 A374816 | Targeted students will receive extended learning opportunities and/or interventions. | Klupp, Stephen | 9/4/2017 | Based upon IStation data. | 5/31/2018 monthly |

V. Professional Development Opportunities

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

G1. If teachers will implement instruction aligned to the complexity level of the Florida State Standards, then student success on weekly and end of module assessments will increase. (Focusing on the instructional piece of 5 E supported in math and science and gradual release model in reading) ** This goal supports the PCSB District Strategic Plan: Goal 1-District Grade and Goal 2-Graduation Rate.

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. They will also utilize LSI Professional Development software in planning.

Facilitator

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

Participants

Instructional staff

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

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 8/10/2017 to 5/24/2018

G3. If 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 then student achievement will increase. ** This goal supports the PCSB District Strategic Plan: Goal 3 Dropout Rate.

G3.B1 Staff attendance which creates a lack of consistency for students including 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 8/10/2017 to 5/24/2018

G3.B2 Lack of staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds.

G3.B2.S1 Increasing staff understanding and experience of the social, emotional, and academic needs of students with diverse backgrounds. We will do this by PD in CHAMPS, increasing parent communication, as well as the Drum Beat Program. This program will help with an increase in the social and emotional resilience of at risk students.

PD Opportunity 1

The school will conduct monthly small group counseling sessions, provide both English/Spanish parent workshops, and solicit the assistance of the Title I Parent Involvement Paraprofessional to assist with the school/home relationship through effective positive strategies to monitor/acknowledge positive attendance and/or student behavior of identified at-risk students. At risk students will also participate in the Drum Beat Program.

Facilitator

Amy Heiser-Meyers

Participants

Staff

Schedule

Monthly, from 10/23/2014 to 5/29/2015

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. They will also utilize LSI Professional Development software in planning. | | | | \$5,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1362 - Horizons Elementary School | Title, I Part A | | \$5,500.00 |
| | | | Notes: LSI Professional Development | | | |
| 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. | | | | \$171,310.63 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 130-Other Certified Instructional Personnel | 1362 - Horizons Elementary School | Title, I Part A | | \$171,310.63 |
| | | | Notes: Two reading coaches and one math coaches providing professional development on aligning instruction to standards and learning targets by utilizing student data to differentiate instruction. | | | |
| 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 | G1.B3.S2.A1 | Targeted students will receive extended learning opportunities and/or interventions. | | | | \$152,329.47 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 100-Salaries | 1362 - Horizons Elementary School | Title, I Part A | | \$4,709.28 |
| | | | Notes: Salary for tutoring. | | | |
| | 5100 | 100-Salaries | 1362 - Horizons Elementary School | Title, I Part A | | \$147,620.19 |
| | | | Notes: Salary for interventionists. | | | |
| 5 | 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. | | | | \$9,700.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1362 - Horizons Elementary School | Title, I Part A | | \$6,900.00 |

Polk - 1362 - Horizons Elementary School - 2017-18 SIP
Horizons Elementary School

| | | | | | | |
|---------------|-------------|--|--|-----------------|-----|---------------------|
| | | | <i>Notes: Notes: In order to locate high quality text across content areas the following materials are necessary: -file accordion 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 -Drums for the Drum Beat program.</i> | | | |
| | 6150 | 350-Repairs and Maintenance | 1362 - Horizons Elementary School | Title, I Part A | | \$2,800.00 |
| 6 | G3.B1.S1.A1 | Increasing staff attendance will increase positive student relationships further increasing student achievement. | | | | \$0.00 |
| 7 | G3.B2.S1.A1 | The school will conduct monthly small group counseling sessions, provide both English/Spanish parent workshops, and solicit the assistance of the Title I Parent Involvement Paraprofessional to assist with the school/home relationship through effective positive strategies to monitor/acknowledge positive attendance and/or student behavior of identified at-risk students. At risk students will also participate in the Drum Beat Program. | | | | \$81,762.18 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 1362 - Horizons Elementary School | Title I, Part A | | \$1,400.00 |
| | 5100 | 100-Salaries | 1362 - Horizons Elementary School | Title, I Part A | | \$80,362.18 |
| | | | <i>Notes: Behavior Interventionist and Parent Involvement Specialist salaries included.</i> | | | |
| Total: | | | | | | \$420,602.28 |