

School District of Osceola County, FL

Horizon Middle School



2017-18 Schoolwide Improvement Plan

Horizon Middle School

2020 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2016-17 Title I School

Yes

2016-17 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

92%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

80%

School Grades History

Year
Grade

2016-17
B

2015-16
B

2014-15
B*

2013-14
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 was approved by the Osceola County School Board on 11/14/2017.

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	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	0

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 Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Horizon Middle School strives to develop self-confident and creative students willing to take risks within a challenging and innovative environment.

b. Provide the school's vision statement.

Horizon Middle School is committed to preparing ALL students to be college and career ready.

2. School Environment

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

Several Horizon Middle School teachers conduct student inventories which asks students to share their culture and heritage. Additionally, teachers and students hosted both a Hispanic Heritage night highlighting and celebrating the Hispanic community. For the 2017-2018 school year, we are expanding this celebration to include the community by partnering with the Hispanic Federation of Osceola County. We are moving the celebration to a Saturday so that more parents, families, and community members can attend. Last year we added a new student induction process to provide ongoing services to new students entering HMS. This year with 2 additional guidance counselors we are planning on expanding and monitoring our new students throughout the year. This process also provides students time to work with the guidance department and AVID ambassador students. HMS also offers time built into the school day for remediation and enrichment. This time will be utilized at the beginning of the year for teachers to learn about their students and build rapport.

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

Horizon Middle School's teachers share and discuss with students the school's procedures during the first week of school. Time is dedicated to teaching procedure and processes. Students practice procedures throughout the week. During this time, teachers lead an information session defining bullying and addressing what students should do if they are being bullied or if they know someone who is being bullied. HMS has an identified anti-bullying liaison and a committee that meets to address complaints and concerns. This process helps ensure a safe environment. Additionally, teachers are encouraged to build relationships of trust with their students. Teachers utilize homeroom time and Eagle University time to have conversations with their students. Additionally, teachers treat students with dignity and respect. Also, the guidance counselor works with students to give them the skills to handle bullying and teasing. Teachers also supervise common areas before, during and after school.

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 Middle School has a strong Positive Behavior Intervention Support System or PBIS. PBIS focuses on rewarding students who follow the core expectations of the school which are Strive to Do your Best, Own your Actions, Attitude, and Respect. The Acronym S.O.A.R is posted in all buildings

and classrooms with descriptions of ways to exhibit these behaviors. Previously, students are "caught" representing these behaviors and are rewarded with a SOAR card which could be redeemed for numerous items. This year we are acquiring a new program, HERO, to track students' positive behavior. Teachers will be able to electronically provide students with positive points and communicate with parents these positive behaviors that their son or daughter is demonstrating electronically. Additionally, students are reminded that these tenets apply to the bus and common areas of the school. Bus drivers are also able to give students Golden Tickets for leading by example on the bus. Professional Development will be offered to all teachers on utilizing Hero during pre-planning. Also, teachers will receive training on Re-Focus to help minimize distractions in their classroom.

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.

During the 2016-2017 school year, Horizon Middle School added a second guidance counselor to assist in meeting the social- emotional needs of all students. For the 2017-2018 school year we are adding two more counselors. Our guidance counselors are highly visible around campus and are available to meet with students throughout the school day. We have one guidance counselor per grade level. These counselors provide one on one time with students as needed, lead grade level assemblies about topics related to guidance, and lead grade level college and career readiness programs. The counselors and deans also have collaborated to create student mentorship program. Additionally, HMS teachers and administration utilize the MTSS process to identify struggling students and provide additional resources. HMS also instituted a Why Try Program through its counseling department to provide guidance for students who were in need of behavioral interventions. The counselors also lead small group sessions to address the social-emotional needs of all students. They also lead an orientation program throughout the school year for all new students. This year, each member of the leadership team will be assigned 2-3 students who are identified by the MTSS problem solving team to meet with daily to provide support, guidance, and mentoring.

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.

Horizon Middle School's Early Warning System is evaluated by both the Administration, and the MTSS team. Critical data concerning students is provided via FOCUS systems. Data is also gathered by district personnel and shared with Administration and select teachers during professional development. Early warning indicators include students who are on free and reduced lunch, their ESE status and/or ELL status. The EWS includes MTSS participation, grades retained, Number of math courses failed in the previous year, number of ELA course failed in the previous year, number of any courses failed in the previous year. Also included are the number of referrals in previous and current year, number of referrals ending in suspensions previous and current year

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	0	40	49	51	0	0	0	0	140	
One or more suspensions	0	0	0	0	0	0	7	5	5	0	0	0	0	17	
Course failure in ELA or Math	0	0	0	0	0	0	1	1	4	0	0	0	0	6	
Level 1 on statewide assessment	0	0	0	0	0	0	158	161	177	0	0	0	0	496	
	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	0	22	26	29	0	0	0	0	77	

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

HMS's intervention strategies include targeted tutoring before school,during lunch. Teachers will also be employed for these interventions; small group pullouts for reading and math interventions; scheduled time for weekly remediation built into the school's schedule; tracking attendance daily and notifying parents if a student is not in school;letters home to parents concerning interventions for both academics and attendance; parent meetings concerning grades and attendance; ETIT contracts; social worker intervention; meetings with guidance counselors; assigned mentors; utilizing different consequences so that students will remain in class and in school. Strategic reading interventions take place during Eagle University time campus wide. Our ESOL para professional work with non English speakers during this time to help them prepare for their core academic subjects. Our VE teachers work with ESE students during this time to target their areas of need as well.

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/457947>.

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 Middle School builds and sustains partnerships with the community in multiple ways. First, we have a staff member who is responsible for acquiring new business partners. This staff member reaches out to the community and offers them opportunities to speak to staff, host tables at Open House, and have representation at conference night. Additionally, many business partners participate in our Hispanic Heritage festival and health fair. College and Career night highlights businesses, colleges and universities in the area. Because we support community partnerships, the businesses then support our school by providing, supplies, offer services, and sponsoring teacher appreciation week. Lastly, our school partners with the YMCA to offer after school activities that help develop their social well-being.

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
Baba, Georgina	Instructional Coach
Mangrum, Naivasha	Assistant Principal
Keyes, Meredith	Instructional Coach
Donovan, Taylor	School Counselor
Schneider, Lucile	Instructional Coach
Franceschi, Frankie	Dean
Hiltunen, Catherine	Dean
Lowe, Ashley	Dean
Wold, Andrea	Dean

b. Duties

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

MTSS Coach-Lucille Schneider leads our daily MTSS meetings and establish intervention schedules for students

Administration- Michael Ballone, Joan Connolly, and Russell Gould participate in shared decision making with Admin team and Leadership team with regards to data, interventions, school-based decision issues, etc.)

Collection and sharing of discipline data and academic intervention plan- Aaron Kowalski and Katie Hiltunen

Collection and sharing of attendance data and behavioral intervention plan-Andrea Nonaka

Collection and sharing of academic data- Hope Strange

Varying exceptional liaison and data- Andrea Nonaka

School Psychologist and testing- Carolyn Chalifoux

School Counselor - Shanell Morris, Kylie Smith, Nuria Clark, and Taylor Donovan(provide college and career readiness and social personal support)

Hope Strange Math Science Coach (provide small group interventions and instructional coaching)

Jacqueline Hinds Literacy Coac and Meredith Keyes-Walsh Reading Interventionist(provide small group interventions and instructional coaching)

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.

We use a variety of data sources for monitoring student progress to assist in determining the type of intervention, if any, is needed to assist the particular student become successful. We utilize both school monitoring systems as well as district initiated programs to monitor student progress. We utilize teacher observations and evaluations to address the effectiveness of core instruction. Teachers review data in their PLCs to determine a course of action to help students. Additional steps in MTSS include: 1. Use the MTSS problem solving model 2. Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3) 3. Determine scheduling needs, curriculum and intervention resources 4. Review/interpret student data (Academic and Behavior) 5. Organize and support systematic data collection. 6. Strengthen the Tier 1 (core curriculum) instruction 8. Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3 9. Monitor interventions and data assessment in Tier 2 and Tier 3 10. Work collaboratively with other working committees such as the Leadership Team 11. Coordinate/collaborate with other working committees such as the Leadership Team and PBS.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational

IDEA provides support for students with an Individual Education Plan (IEP), students identified

through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Ballone	Principal
Nick Ahlers	Teacher
Kristine Swiderski	Teacher
Joseph Haber	Teacher
Giovanna Machcao	Parent
Felicia Lewis	Parent
Ellie Gould	Student
	Student
Karen Pellot	Parent
Maria Ortiz	Parent
Ravan Williams	Student
Enrique Colon	Parent
Vander Williams	Parent
Lucille Schneider	Teacher
	Student

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 SAC reveiwed last years plan at the first meeting of the school year in September 2017. Each goal was presented as well as the targets, barriers, and resources. The SAC then discussed ways in which they could provide support for teachers in conjunction with the school improvement plan. The SAC reconvened in October to review changes to the plan.

b. Development of this school improvement plan

September 21, 2017- SAC met for the first time for the school year and discussed Goals and Targets for the 2017-2018 plan. SAC members were able to discuss the Goals, Barriers, Targets and ways to overcome the barriers. Teachers had previously provided input to the targets and goals during the

pre-plannign proces.The SAC will continue to meet monthly and discuss changes or revisions to the plan.

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

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

In 2013-2014 SAC allocated \$500 to help fund the end of year even t for Horizons Positive Behavior Support System (PBS).

SAC also provided 1,000 to buy a computer for the media center which would assit in sending out announcements school wide.

It is anticipated that SAC will assist in providing funds that will help HMS in achieving its goals as outlined in the SIP.

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
Mangrum, Naivasha	Assistant Principal
Gould, Russell	Assistant Principal
Ballone, Michael	Principal
Hinds, Jacqueline	Instructional Coach
Keyes, Meredith	Instructional Coach
Baba, Georgina	Instructional Coach
Woodall, Sherlene	Instructional Media

b. Duties

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

This year we are focusing on using and increasing literacy skills by using a systematic approach to intervention and enrichment. The media specialist and coaches worked to separate students for Eagle University time so that they would be taught in target areas for their specific needs. Our Reading interventionist is pushing in Science and Social Studies classrooms to offer input and model lessons that focus on reading strategies in these content areas. HMS also utilizes AVID strategies throughout campus.

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.

Professional Learning Communities are becoming knit into the fabric of the HMS culture. Teachers who teach the same subject and grade level will have common planning time. Teachers will also have time both weekly and monthly to meet as a PLC. This year teachers will receive 1 additional paid hour to work as a PLC. Teachers are also provided with two days of data digging in which they will have time to review data and how it will affect their planning and instruction practices. Teachers also worked collaboratively to prioritize standards and develop a system for common assessments. This time was an increase from the previous year when teachers were provided with a half day.

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

The School District of Osceola County sends recruiters to teacher job fairs around the country. The team share with administrators qualified, certified individuals who they interviewed. Multiple Administrators interview candidates making sure they have the proper credentials and certifications. The teacher mentoring program assists in teacher retention. New teachers meet with veteran teachers on a regularly scheduled basis as scheduled by the mentoring team. The mentoring program has been redesigned for the 2017-2018 school year to be designed to fit new teachers needs. New teachers are also paired with veteran teachers to aid in retention.

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

Horizon Middle School offers a new teacher mentorship program to ensure teacher retention. This includes an initial meeting and 20 follow up meetings. New teachers are also assigned a mentor teacher to provide guidance and answer questions. The goal of the program is to acclimate new teachers to the culture of the school and offer development in pedagogical strategies and best teaching practices. This is done by modelling the process and the product in many different areas. The ultimate goal of the new teacher mentorship program is to provide professional and personal support. Mentors are assigned to new teachers usually by grade level and/ or subject area.

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.

Teachers are required to turn in lesson plans that should align with district pacing guides. The plans include the Florida State Standards. Teachers have been given time to identify and prioritize standards.

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.

For students struggling to reach the proficient or advanced level on state assessments, HMS offers a variety of ways to differentiate instruction. First, students will be scheduled into intensive reading and or math classes to receive additional strategies and scaffolding of information. The LRS and Literacy

Coach also provide small group assistance to teachers in classes and para-professionals are available to work with student in small groups as well. LY students who did not perform well on progress monitoring assessments were scheduled into ESOL Eagle University time to help students prepare for the content presented in their core content classes. Students who performed consistently below proficiency in Math were scheduled into an Intensive Math course. This course provides differentiated instruction and constant monitoring. As students show growth they can be moved out of the class but remain closely monitored. Students who scored a level 3 on the State Assessment in 7th grade regular math courses were accelerated into Algebra, but they were also provided with a semester Pre-Algebra class to help close the gaps in instruction.

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: Before School Program

Minutes added to school year: 2,160

The tutoring Program program that meets for approximately 14 weeks before school and during lunch. The program runs for one hour in the mornings covering four content areas and afternoons, and for 30 minutes during lunch which will focus in reading and Math interventions. The program utilizes I Ready computer program. The program allows students to take a diagnostic exam and then prescribes lessons that will focus on students weaknesses. It also allows for enrichment opportunities. Strategies also include the use of the core curriculum digital learning program as well as teacher planning and instruction.

Strategy Rationale

Strategies are designed to help students with foundational skills while providing enrichment opportunities for those students who are already proficient in certain areas and standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Keyes, Meredith, keyesmer@osceola.k12.fl.us

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

Data is collected using the computer system and is used by teachers leading the program to determine if students are making adequate progress. The data includes growth as detected using the Florida benchmarks. Additional data that should be able to assess the validity of the strategy is the I Ready test and teacher feedback.

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.

For our outgoing 8th grade students they have opportunities to meet with their high school guidance counselors to select classes and ask questions. This time is provided during the school day. Other high school programs are provided opportunities to introduce their programs to HMS students. These program include Osceola County School Fro the Arts, International Baccalaureate, Paths TECO and Cambridge. 8th grade students were given the opportunity to attend high school orientation nights. Incoming 6th graders were also provided with a 6th grade orientation night. Administration also went to each feeder school to present to 5th graders an overview of courses offered and a glimpse of HMS life to students.

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.

When students are selecting classes they are provided with core curriculum as well as several elective choices. Students at HMS do not have to go through a wheel of all electives, but instead may select the appropriate elective as it relates to their future interest or course of study in High School. Teachers help advise students on making appropriate selections. To advance college and career readiness, HMS hosted a College and Career Night. Members of law enforcement, schools, and local business participated. The event was open to the HMS community and highlighted necessary skills and exposure to different careers and colleges. HMS also offers high school credit courses to students. Guidance Counselors work with each grade level to highlite Career and College Readiness Naviance.

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

Horizon Middle School offers an AVID program which is focused on preparing students for college. Additionally, staff have been trained on AVID practices to use in all classrooms. The school offers STEM course in exploratory prod. technology, Into. to health science, Exploring aerospace tech., Intro, to energy, Exploring communication tech.,. exploring 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.

HMS offers a STEM program. The lead teacher works with Science and Math teachers to incorporate the necessary skills into their academic classes. Students are then able to see the connection between career and technical classes and their academic courses.

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.

Teachers plan rich activities based on standard to create an academic readiness as students progress toward high school and post secondary.

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.** If we identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based, highly engaging, student-centered instruction then students will achieve at a higher level.
- G2.** If we utilize effective collaborative planning strategies, PLCs, common assessments, and data analysis, then classroom instruction will improve and student performance will increase.

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 we identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based, highly engaging, student- centered instruction then students will achieve at a higher level. 1a

G098549

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	56.0
FCAT 2.0 Science Proficiency	61.0
Civics EOC Pass	82.0
Algebra I EOC Pass Rate	95.0
FSA ELA Achievement	53.0
FSA Mathematics Achievement	56.0
Bio I EOC Pass	100.0
Math Gains	64.0
FSA ELA Achievement - ELL	15.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	51.0
Geometry EOC Pass Rate	100.0
FSA ELA Achievement - SWD	16.0
FSA Math Achievement - ELL	17.0
FSA Math Achievement - SWD	15.0

Targeted Barriers to Achieving the Goal 3

- Lack of collaboration among ESE and General Ed teachers
- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly time for structured PLCs
- Literacy Coach
- Learning Resource Specialist
- STAR diagnostic testing
- Tutoring center
- Utilization of para-professionals for centers
- Professional Development
- Math Solutions
- District Diagnostic testing for Science and Social Studies
- Use of Scales
- AVID Weekly
- Avid strategies of the month
- informational text/ close reads/ primary documents

- Eagle University - built in remediation/ enrichment time
- Math Coach

Plan to Monitor Progress Toward G1. 8

We expect to see an increase in the number of students actively engaged in each class as a result of the professional development and follow-up

Person Responsible

Michael Ballone

Schedule

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

Evidence of Completion

Evidence will be collected using a data system that tallys and charts input from observers.

Progress monitoring collected via I ready and Teen Biz. Behavior data collected through Focus.

G2. If we utilize effective collaborative planning strategies, PLCs, common assessments, and data analysis, then classroom instruction will improve and student performance will increase. 1a

G098550

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	51.0
ELA/Reading Lowest 25% Gains	50.0
Civics EOC Pass	82.0
ELA/Reading Gains	56.0
ELA Achievement District Assessment	53.0
Algebra I EOC Pass Rate	95.0
FCAT 2.0 Science Proficiency	61.0
FSA Mathematics Achievement	56.0
Math Gains	64.0
FSA ELA Achievement - ELL	20.0
FSA ELA Achievement - SWD	20.0
FSA Math Achievement - ELL	20.0
FSA Math Achievement - SWD	20.0
Geometry EOC Pass Rate	100.0
Bio I EOC Pass	100.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent MTSS with little involvement from admin and faculty

Resources Available to Help Reduce or Eliminate the Barriers 2

- STAR Renaissance testing
- ODMS- Osceola data management system
- Data director
- PLCs
- Common assessment
- Common Planning
- Edmodo
- Provide data to teachers prior to beginning os school year

Plan to Monitor Progress Toward G2. 8

Ensure that PLC facilitators have access to multiple data

Person Responsible

Lucile Schneider

Schedule

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

Evidence of Completion

Data binders, evidence of reports run in STAR, TeenBiz, common assessments

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based, highly engaging, student- centered instruction then students will achieve at a higher level. 1

G098549

G1.B1 Lack of collaboration among ESE and General Ed teachers 2

B265127

G1.B1.S1 VE teachers and General Ed teachers do not share common planning time and the co-teach model is not being utilized effectively. 4

S281027

Strategy Rationale

Our growth among ESE students has remained stagnant for the past two years in both reading and mathematics.

Action Step 1 5

Professional Development on working in the co-teach model.

Person Responsible

Michael Ballone

Schedule

On 12/21/2017

Evidence of Completion

PLC observations; classroom walk-through; informal and formal observations.

Action Step 2 5

PLC time offered during early release Wednesday schedule.

Person Responsible

Michael Ballone

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

observing PLC meetings, MTSS meetings, teacher feedback, walk-throughs, informal and formal observations

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

Walk-throughs, observation of co-teach model being implemented effectively in classrooms.

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Co-teach model implemented in classrooms effectively with each teacher working with direct instruction, small groups, and monitoring

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

Observations should indicate that teachers are working in the Co-teach model

Person Responsible

Michael Ballone


Schedule

Quarterly, from 8/10/2017 to 5/11/2018


Evidence of Completion

Evidence should include observation data of instructional strategies used by both teachers to impact student learning.

G1.B2 Student engagement 2

 B265128

G1.B2.S1 Ongoing Professional Development and sharing of ideas 4

 S281028

Strategy Rationale

If we give teachers the opportunity to experience and utilize more student centered instructional activities then student engagement will increase. If teachers see their co-workers successfully utilizing these strategies, they will be more likely and willing to implement in their classrooms.

Action Step 1 5

Teachers who have received training or have created their own engagement activities will share with their PLCs and/ or all faculty.

Person Responsible

Naivasha Mangrum

Schedule

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

Evidence of Completion

Implementation of engaging activities as observed during observations.

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

Administration will monitor the implementation of activities via walk-throughs and observations.

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2017 to 5/11/2018

Evidence of Completion

Observation data. Feedback for presenters through surveys.

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

Administration will monitor the use of strategies through walk-throughs and observations.

Person Responsible

Michael Ballone


Schedule

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

Evidence of Completion

Observation data, student scores through progress monitoring, discipline data from FOCUS

G2. If we utilize effective collaborative planning strategies, PLCs, common assessments, and data analysis, then classroom instruction will improve and student performance will increase. 1

 G098550

G2.B3 Inconsistent MTSS with little involvement from admin and faculty 2

 B265131

G2.B3.S1 Extended paid PLC time 4

 S281029

Strategy Rationale

Through Title 1, teachers will receive an additional hour of pay for engaging with the PLC for an additional hour outside the normal work day.

Action Step 1 5

Teachers will receive 1 hour of extra paid PLC time per week

Person Responsible

Michael Ballone

Schedule

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

Evidence of Completion

Teachers who attend will complete and submit an external PD record

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

Weekly PLC agenda and meeting minutes addressing the 4 critical questions of the PLC process.

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2018 to 8/10/2018

Evidence of Completion

Agendas and minutes

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

Administrator will attend PLC meeting and participate in monthly facilitators meeting. Notes and agendas will be read.

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2018 to 8/10/2018

Evidence of Completion

Notes will be collected

G2.B3.S2 Administrative team will be a part of the process and support teachers. 4

S281030

Strategy Rationale

We are all part of the same team working to increase student achievement in all areas.

Action Step 1 5

The administrative team members are committing to being active participants in PLCs on a regular basis.

Person Responsible

Michael Ballone

Schedule

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

Evidence of Completion

Members of the administrative team will meet weekly with Mr. Ballone to share the progress of the PLCs

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Observations of PLC meetings and sign in sheets for the extra PLC time noting the attendance of teachers

Person Responsible

Michael Ballone

Schedule

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

Evidence of Completion

Common assessments, lesson plans, summative assessments, Feedback on their place on the PLC continuum

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Teachers are paid an additional hour to meet as a PLC. Coaches are available to support the PLC process and offer feedback and suggestions.

Person Responsible

Michael Ballone

Schedule

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

Evidence of Completion

Common Assessments, participation in the MTSS process, data collected from growth and diagnostic checks

G2.B3.S3 Provide data to PLC facilitators in a timely manner 4

 S281031

Strategy Rationale

Teachers need to begin the school year with a clear understanding of students strengths and weaknesses on formal state assessments so that they can create student data profiles to enhance their learning.

Action Step 1 5

Provide initial and ongoing data to assist PLCs in their decision making process concerning what we want students to know, how will we know that they know it, what do we do if they don't get it, and what do we do when they do get it?

Person Responsible

Michael Ballone

Schedule

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

Evidence of Completion

Data binders, data chats, diagnostic data, state data, pre-post test data, I- ready reports, district assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Focused PLC time utilizing student data

Person Responsible

Michael Ballone

Schedule

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

Evidence of Completion

data notebooks, agendas

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Teachers will receive new and or updated data during MTSS and/or after diagnostics

Person Responsible

Lucile Schneider

Schedule

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

Evidence of Completion


Assistant Principals or Principal will consistently be a part of the MTSS team and meet with Coaches weekly to ensure data is going to teachers.

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.B1.S1.A1 A378885	Professional Development on working in the co-teach model.	Ballone, Michael	7/31/2017	PLC observations; classroom walk-through; informal and formal observations.	12/21/2017 one-time
G1.MA1 M410778	We expect to see an increase in the number of students actively engaged in each class as a result...	Ballone, Michael	8/10/2017	Evidence will be collected using a data system that tallies and charts input from observers. Progress monitoring collected via I ready and Teen Biz. Behavior data collected through Focus.	5/10/2018 monthly
G2.MA1 M410787	Ensure that PLC facilitators have access to multiple data	Schneider, Lucile	8/10/2017	Data binders, evidence of reports run in STAR, TeenBiz, common assessments	5/10/2018 monthly
G1.B2.S1.MA1 M410776	Administration will monitor the use of strategies through walk-throughs and observations.	Ballone, Michael	8/10/2017	Observation data, student scores through progress monitoring, discipline data from FOCUS	5/10/2018 weekly
G2.B3.S2.MA1 M410781	Teachers are paid an additional hour to meet as a PLC. Coaches are available to support the PLC...	Ballone, Michael	8/10/2017	Common Assessments, participation in the MTSS process, data collected from growth and diagnostic checks	5/10/2018 monthly
G2.B3.S2.MA1 M410782	Observations of PLC meetings and sign in sheets for the extra PLC time noting the attendance of...	Ballone, Michael	8/10/2017	Common assessments, lesson plans, summative assessments, Feedback on their place on the PLC continuum	5/10/2018 monthly
G2.B3.S3.MA1 M410783	Teachers will receive new and or updated data during MTSS and/or after diagnostics	Schneider, Lucile	8/10/2017	Assistant Principals or Principal will consistently be a part of the MTSS team and meet with Coaches weekly to ensure data is going to teachers.	5/10/2018 monthly
G2.B3.S3.MA1 M410784	Focused PLC time utilizing student data	Ballone, Michael	8/10/2017	data notebooks, agendas	5/10/2018 weekly
G1.B1.S1.MA1 M410774	Observations should indicate that teachers are working in the Co-teach model	Ballone, Michael	8/10/2017	Evidence should include observation data of instructional strategies used by both teachers to impact student learning.	5/11/2018 quarterly
G1.B2.S1.MA1 M410777	Administration will monitor the implementation of activities via walk-throughs and observations.	Ballone, Michael	8/10/2017	Observation data. Feedback for presenters through surveys.	5/11/2018 weekly
G1.B1.S1.MA1 M410775	Walk-throughs, observation of co-teach model being implemented effectively in classrooms.	Ballone, Michael	8/10/2017	Co-teach model implemented in classrooms effectively with each teacher working with direct instruction, small groups, and monitoring	5/23/2018 weekly
G1.B1.S1.A2 A378886	PLC time offered during early release Wednesday schedule.	Ballone, Michael	8/9/2017	observing PLC meetings, MTSS meetings, teacher feedback, walk-throughs, informal and formal observations	5/24/2018 monthly
G1.B2.S1.A1 A378887	Teachers who have received training or have created their own engagement activities will share with...	Mangrum, Naivasha	8/10/2017	Implementation of engaging activities as observed during observations.	5/24/2018 quarterly
G2.B3.S1.A1 A378888	Teachers will receive 1 hour of extra paid PLC time per week	Ballone, Michael	8/10/2017	Teachers who attend will complete and submit an external PD record	5/24/2018 weekly
G2.B3.S3.A1 A378890	Provide initial and ongoing data to assist PLCs in their decision making process concerning what we...	Ballone, Michael	8/10/2017	Data binders, data chats, diagnostic data, state data, pre-post test data, I-ready reports, district assessments	5/24/2018 monthly
G2.B3.S2.A1 A378889	The administrative team members are committing to being active participants in PLCs on a regular...	Ballone, Michael	8/10/2017	Members of the administrative team will meet weekly with Mr. Ballone to share the progress of the PLCs	5/25/2018 weekly
G2.B3.S1.MA1 M410779	Administrator will attend PLC meeting and participate in monthly facilitators meeting. Notes and...	Ballone, Michael	8/10/2018	Notes will be collected	8/10/2018 weekly

Osceola - 0341 - Horizon Middle School - 2017-18 SIP

Horizon Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1  M410780	Weekly PLC agenda and meeting minutes addressing the 4 critical questions of the PLC process.	Ballone, Michael	8/10/2018	Agendas and minutes	8/10/2018 weekly

V. Professional Development Opportunities

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

G1. If we identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based, highly engaging, student-centered instruction then students will achieve at a higher level.

G1.B1 Lack of collaboration among ESE and General Ed teachers

G1.B1.S1 VE teachers and General Ed teachers do not share common planning time and the co-teach model is not being utilized effectively.

PD Opportunity 1

Professional Development on working in the co-teach model.

Facilitator

Participants

General Ed teachers and VE teachers

Schedule

On 12/21/2017

G1.B2 Student engagement

G1.B2.S1 Ongoing Professional Development and sharing of ideas

PD Opportunity 1

Teachers who have received training or have created their own engagement activities will share with their PLCs and/ or all faculty.

Facilitator

on site -classroom teachers and coaches

Participants

all teachers

Schedule

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

VI. Technical Assistance Items

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