Volusia County Schools

Horizon Elementary School

2017-18 Schoolwide Improvement Plan

Horizon Elementary School

4751 HIDDEN LAKE DR, Port Orange, FL 32129

http://myvolusiaschools.org/school/horizon/pages/default.aspx

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	No	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Volusia 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

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 Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Providing a nurturing environment, promoting Academic Development, Individual Growth, and Mutual Respect to develop productive, responsible citizens.

b. Provide the school's vision statement.

Aim to LEAD

AIM comes from our mission statement
Academic development
Individual growth
Mutual respect
to
Lead
Exceed
Achieve
Dream

2. School Environment

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

Our school strives to learn about our students before they even enter our building. We can look at registration forms to gain knowledge on the different cultural groups that are in our school. Relationships are built between teachers and students through activities within the classroom during the school day as well as family activities after/before school hours.

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

The school-based Safety and Security team develops processes and procedures intended for all students and staff, in all settings which promote positive behavior and build a school community based upon safety and responsibility.

School leadership provides safety training for staff and students participate in drills on a monthly basis.

The school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate attention.The counselor also has an anti-bullying program and groups for students dealing with different issues of life such as divorcing parents, a move, or death in the family,

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.

Instructional time is a priority and protected by the principal as evidenced by no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction. Our school is continuing to use the information gleaned from our book study of the bestseller, THE END OF MOLASSES CLASSES by Ron Clark. We are endeavoring to increase passion in teachers and students and to find new and innovative ways to reach our students. We are also using Ron Clark's Essential 55 and have chosen 10 essentials to implement school wide with our students in order to increase our students' ability to interact with others with kindness and respect.

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.

Our school counselor provides counseling to students identified as having a need either by their parent/guardian, teacher or self. Our students are introduced to the counselor the first week of school and he is visible during the school day. Our students know that they may request a visit to the counselor at any time. The school wide implementation of the chosen 10 of the Essential 55 by Ron Clark also assists our students in building character, and increasing positive social behaviors.

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

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

The school regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as followed:
Unweighted GPA below 2.0
Over age for grade
Office discipline referrals over 2
Attendance below 90%
Year to date suspensions-1 or more
Number of prior retentions-1 or more
Level 1 score on statewide, standardized assessments in ELA or math

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report

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	5	0	0	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	5	0	2	0	0	0	0	0	0	0	7
	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	0	0	0	0	0	0	0	

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result,indicators that are elevated become the focus of school-wide intervention efforts.These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the area of concern.
For indicators sensitive to behavioral issues, interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS the students is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Intervention strategies include:
tutoring during and after school day, daily walk to intervention with homogeneous groupings, attendance monitoring and incentives, behavior contracts

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?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

There are multiple opportunities for parent involvement at Horizon. We have over 51% of our SAC members that are parent and community members. The majority of PTA board is also parents. We hold science night with the museum, Meet the Teacher, Open House, Parent Information Night (PIN) for 5th grade, various business partner nights (Chick-Fil-A, Publix, Papa Johns, Chipotles), Book Fair Parent night, and BYOT (Bring Your Own Technology) night.

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 by holding such events as Chick-Fil-A Night, Publix Math Night, Museum of Arts and Science Night, PTA, Meet Your Teacher, and Open

House. In September 2016, we implemented school-wide student engagement activities based on Ron Clark's best selling book, THE END OF MOLASSES CLASSES with financial/ supply donation support from our business partners. In the 2017-2018 school year, we will continue using the principles from the book to encourage, motivate and support our students. We will also continue to build on our Teaching Garden with the financial assistance from our business partners and donations from community agencies. Our new initiative this year is to use financial support from our business partners to provide access to a computer based educational program called iStation.

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
Harms, Gary	Principal
Williams, Kimberly	Assistant Principal
Wright, Sarah	Teacher, ESE
Barefield, Amanda	Teacher, K-12
Fay, Catherine	Instructional Media
Lilly, Elizabeth	Teacher, K-12
Strickland, William	Teacher, K-12
Kisgeropoulos, Tammy	Teacher, K-12
Miller, Doug	School Counselor
Bigham, Joy	Teacher, K-12
Bishop, Christopher	Teacher, K-12
Johnson, Kasey	Teacher, K-12
O'Brien, Melissa	Teacher, K-12
Reyes, Jaclyn	Teacher, ESE
Wilson, Karen	Teacher, K-12
Reeder-Davis, Lisa	Teacher, K-12
Strang, Kristen	Teacher, K-12

b. Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed

systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Horizon currently has a Blended Pre-K program that consists of Volusia County ESE students and Head Start students. This is one of a few programs of its kind in Volusia. The purpose of this program is to provide a cost neutral blended prekindergarten options to educate prekindergarten children with disabilities together with typically developing peers.This program strives to meet the academic, socio-emotional and overall physical health of all the students served. We are currently in the 5th year of this program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Gary Harms	Principal
Sarah Wright	Teacher
Shari Watkins	Teacher
Alice Affatato	Education Support Employee
Kelli Foxman	Parent
Donna Cuono	Parent
Janice Moskus Brown	Parent
Hope Thompson	Teacher
Lisa Witkoff	Parent
Sierra Graham	Parent
Amber Carman	Parent
Kolby Stewart	Parent
Wendy Smith	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

To begin evaluating the effectiveness of last year's School Improvement Plan, our school leadership team met to engage in Step Zero. The School Leadership Team shared results with faculty as well as the School Advisory Council to receive input.

b. Development of this school improvement plan

The Horizon School Advisory Council (SAC) meets seven times during the school year. The SAC will review the previous year's School Improvement Plan (SIP) and current school data. The SAC will provide input to include in the SIP. The SAC will use data provided at meetings to monitor progress of the SIP goals, and give input pertaining to needed revisions.

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

The school's annual budget and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School Improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of School Improvement Plan goals. Each request is evaluated by the SAC and voted on for approval.

In the past, our funds have been used to provide funding for Storytelling Club, book sets for literature circles, ukuleles to assist the music teacher in teaching the concept of sound, an assembly by Jack Hartmann to engage and inspire our kindergartners, substitute funding so kindergarten teachers could administer the Diagnostic Reading Assessment, (DRA) and/or Florida Assessment for Instruction in Reading (FAIR).

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
Harms, Gary	Principal
Fay, Catherine	Instructional Media
Williams, Kimberly	Assistant Principal
Barefield, Amanda	Teacher, K-12
Strickland, William	Teacher, K-12
Kisgeropoulos, Tammy	Teacher, K-12
Miller, Doug	School Counselor
Bigham, Joy	Teacher, K-12
Bishop, Christopher	Teacher, K-12
Johnson, Kasey	Teacher, K-12
O'Brien, Melissa	Teacher, K-12
Reyes, Jaclyn	Teacher, ESE
Wilson, Karen	Teacher, K-12
Wright, Sarah	Teacher, ESE

b. Duties

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

To increase student literacy skills and achievement using technology, tutoring, and Common Core strategies.
The school based Literacy Leadership Team (LLT) identifies school based resources to determine the continuum of literacy supports available to students at our school.
The school-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue our school-wide writing initiative.
The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs. The LLT sponsors the Young Author's contest, the school Spelling Bee, the Storytelling Club, Racing to Read, and the Book It program.

D. Public and Collaborative Teaching

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

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

Common Planning, Professional Learning Communities (PLCs), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common Planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices.

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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)
2. Leadership Opportunities
3. Professional Development
4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities
6. Teacher recognition programs by administration

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

All new/beginning teachers are paired witha district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.
Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

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.

All Volusia County public school programs meet or exceed state requirements. Teachers utilize the district curriculum maps, modules, resources, and assessments which are all are aligned to the Florida 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.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the academic coach, create targeted instruction lessons during the PLCs. Students requiring intensive remediation receive additional support from academic coaches, tutors and specialized interventions during Walk to Intervention time. When necessary, PLCs make recommendations for students to to be reviewed and assisted by the school's Problem Solving Team.

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

Strategy: Extended School Day

Minutes added to school year: 12,150

Tutoring will be provided during and after school for identified students.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation in core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Harms, Gary, gharms@volusia.k12.fl.us

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

Pre and post tests are given and collected by administration to determine effectiveness of programs.

Strategy: Extended School Day

Minutes added to school year: 2,160

Reading Club, Art Club, Science Club, Chorus, Garden Club and Running/Health Club will be available for enrichment.

Strategy Rationale

Providing activities to enrich a students interest can increase academic achievement ans leadership skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Kimberly, kawillia@volusia.k12.fl.us

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

surveys of satisfaction given to students and their guardians

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 District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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.

N/A

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

N/A

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

N/A

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.

N/A

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"Â? 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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Horizon Elementary implements a school-wide system for social emotional learning and student engagement, then positive behaviors will increase.

G2.   If Horizon Elementary teachers implement standards aligned, differentiated instruction, then student achievement 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 Horizon Elementary implements a school-wide system for social emotional learning and student engagement, then positive behaviors will increase. 1a

🔍 G099227

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	10.0

Targeted Barriers to Achieving the Goal 3

- Student apathy

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ron Clark resources/ Horizon 10

- Guidance groups

- Collaboration with other schools

- Mentoring program

- Teachers

- Parents/PTA/Community

- Academic coach

- Administration

- SLT

- SAC

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting, CIMS Mid Year Review, Step Zero for 2017-2018 SIP.

Person Responsible
Gary Harms

Schedule
Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion
A decrease in discipline referrals, and increase in attendance and an increase in percentage of students meeting the common core standards.

G2. If Horizon Elementary teachers implement standards aligned, differentiated instruction, then student achievement will increase. `1a`

🔑 G099228

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	75.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of implementation of the standards with fidelity
- Lack of differentiated professional learning

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

- Thinking Math; Number Talks; Learn Zillion; Lakeshore
- Thinking Maps
- ELA modules
- ESE supports; Ron Clark book study
- Reading PALS
- SIPPS
- Professional Learning
- PLC time
- Read Works
- Story Works
- Math IXL
- iStation

Plan to Monitor Progress Toward G2. `8`

The goal will be monitored by analyzing student data including class data, district and standardized assessments and the Florida Standards Assessment.

Person Responsible
Gary Harms

Schedule
Weekly, from 8/16/2017 to 5/26/2018

Evidence of Completion
Report card grades, testing data, PLC notes, and data from data walks of teachers using strategies and Florida standards Professional Learning.

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 Horizon Elementary implements a school-wide system for social emotional learning and student engagement, then positive behaviors will increase. 1

🔑 G099227

G1.B3 Student apathy 2

🔑 B267239

G1.B3.S1 Develop a multi tiered system of positive behavioral supports to improve student engagement. 4

🔑 S283070

Strategy Rationale

Increased positive behaviors and student engagement leads to increased student achievement.

Action Step 1 5

Share data with teachers from the KEEP report and the Discipline Reports to show them the "why" for buy in.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

agendas, teacher sign in sheets

Action Step 2 5

Continue implementation of Horizon 10 Essentials.

Person Responsible

Doug Miller

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

data from classroom walkthroughs

Action Step 3 `5`

Tie Horizon 10 into Terrific Kid, quarterly awards and rewards, and mentoring programs.

Person Responsible

Doug Miller

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

classroom visitations

Action Step 4 `5`

Provide trauma informed care professional learning.

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

sign in sheets

Action Step 5 `5`

Provide Tier 2 support through mentoring, guidance groups, utilization of staff as incentive for positive behavior, and buddy classes.

Person Responsible

Doug Miller

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

schedule for small group mentoring and guidance

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

Observation of strategies being used, review data from KEEP report monthly. Review of classroom visitation data, guidance schedules, mentoring schedules

Person Responsible

Gary Harms

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets for trauma informed care PL, classroom visitation data, guidance and mentoring schedules

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

SIP Progress Monitoring Meeting, CIMS Mid Year Review

Person Responsible

Gary Harms

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

A decrease in discipline referrals and chronic absenteeism based on Quarterly Discipline Report and KEEP report

G1.B5 Attendance [2]

🔑 B267241

G1.B5.S1 Implement an attendance initiative program to encourage students to be in school from bell to bell. [4]

🔑 S283071

Strategy Rationale

Increased attendance will increase student engagement, therefore increasing student achievement.

Action Step 1 [5]

Advertise new attendance initiative program.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Increased attendance.

Action Step 2 [5]

Require parents to enter building and sign in their student when late.

Person Responsible

Gary Harms

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

sign in sheets

Action Step 3 `5`

Reward students weekly who have perfect attendance.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

attendance logs

Action Step 4 `5`

Explore ticket system to reward perfect attendance.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

attendance logs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Review and comparison of attendance logs aka KEEP Report.

Person Responsible

Gary Harms

Schedule

Daily, from 8/21/2017 to 5/30/2018

Evidence of Completion

increase in student attendance

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Review and compare data from KEEP report.

Person Responsible

Gary Harms

Schedule

Quarterly, from 8/21/2017 to 5/30/2018

Evidence of Completion

A decrease in absenteeism and tardiness as evidenced by a review and comparison of data from the KEEP report.

G2. If Horizon Elementary teachers implement standards aligned, differentiated instruction, then student achievement will increase. `1`

🔑 G099228

G2.B1 Lack of implementation of the standards with fidelity `2`

🔑 B267249

G2.B1.S1 Deepen knowledge of instructional standards and aligned resources to ensure consistent implementation and fidelity across grade levels. `4`

🔑 S283073

Strategy Rationale

Increase consistency of effective implementation of the standards across grade levels.

Action Step 1 `5`

Utilize every available Tuesday afternoon after school for grade level team planning.

Person Responsible

Gary Harms

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

team planning minutes

Action Step 2 `5`

Vertical planning to build coherence of standards among grade levels.

Person Responsible

Gary Harms

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign in sheets from PL/minutes

Action Step 3 `5`

Develop a school based infrastructure for PLCs.

Person Responsible

Gary Harms

Schedule

On 5/31/2018

Evidence of Completion

the developed PLC structure

Action Step 4 `5`

Utilize the data to identify focus standards by grade level in order to embed cumulative review and/
or front load prerequisite skills with grade level instruction.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/16/2017 to 5/26/2018

Evidence of Completion

Observe articulations between grade levels and at PLCs.

Action Step 5 `5`

Monitor and provide feedback and coaching for each PL session.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/26/2017 to 5/26/2018

Evidence of Completion

Walk through visits and student samples. Sign in sheets

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

Administrative walk through visits, sign in sheets, observation and documentation of collaboration, and student test scores.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/16/2017 to 5/26/2018

Evidence of Completion

Administrative walk through visits, sign in sheets, observation and documentation of collaboration, and student test scores.

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

An increase in students' test scores including VXTs, ongoing progress monitoring data, formative assessments.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/16/2017 to 5/26/2018

Evidence of Completion

Data from administrative walk through visits, and student test scores including VXTs, ongoing progress monitoring data, formative assessments

G2.B6 Lack of differentiated professional learning 2

🔑 B267254

G2.B6.S1 Intensify instructional focus on standards in the lowest scoring reporting categories. 4

🔑 S283075

Strategy Rationale

To increase percentage of students demonstrating proficiency of the standards in the lowest scoring reporting categories. .

Action Step 1 5

Identify and share the data from the lowest reporting categories.

Person Responsible

Gary Harms

Schedule

On 5/30/2018

Evidence of Completion

agenda, sign in sheets from faculty meeting

Action Step 2 5

Provide time for grade levels to collaborate, plan, and focus on instruction of targeted standards.

Person Responsible

Gary Harms

Schedule

Biweekly, from 8/8/2017 to 5/30/2018

Evidence of Completion

sign in sheets, team minutes

Action Step 3 `5`

Utilize coherence map and standards progression to identify prerequisite skills.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Team meeting notes.

Action Step 4 `5`

Front load needed prerequisite skills.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Student tests scores, data from data walks, PLC minutes.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Review lesson plans, review walk through data, review observation data, and review student test score data.

Person Responsible

Gary Harms

Schedule

Biweekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Increase in student achievement.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Review data from data walks, district assessments, formative assessments

Person Responsible

Gary Harms

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increase in achievement levels based on formative assessment, evidence of strategies being used from observations and data walks, district assessments, ongoing progress monitoring, and the FSA.

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					
G2.MA1 🔑 M415418	The goal will be monitored by analyzing student data including class data, district and...	Harms, Gary	8/16/2017	Report card grades, testing data, PLC notes, and data from data walks of teachers using strategies and Florida standards Professional Learning.	5/26/2018 weekly
G2.B1.S1.MA1 🔑 M415401	An increase in students' test scores including VXTs, ongoing progress monitoring data, formative...	Harms, Gary	8/16/2017	Data from administrative walk through visits, and student test scores including VXTs, ongoing progress monitoring data, formative assessments	5/26/2018 monthly
G2.B1.S1.MA1 🔑 M415402	Administrative walk through visits, sign in sheets, observation and documentation of collaboration,...	Harms, Gary	8/16/2017	Administrative walk through visits, sign in sheets, observation and documentation of collaboration, and student test scores.	5/26/2018 monthly
G2.B1.S1.A4 🔑 A382098	Utilize the data to identify focus standards by grade level in order to embed cumulative review...	Harms, Gary	8/16/2017	Observe articulations between grade levels and at PLCs.	5/26/2018 monthly
G2.B1.S1.A5 🔑 A382099	Monitor and provide feedback and coaching for each PL session.	Harms, Gary	8/26/2017	Walk through visits and student samples. Sign in sheets	5/26/2018 monthly
G1.MA1 🔑 M415400	SIP Progress Monitoring Meeting, CIMS Mid Year Review, Step Zero for 2017-2018 SIP.	Harms, Gary	8/14/2017	A decrease in discipline referrals, and increase in attendance and an increase in percentage of students meeting the common core standards.	5/30/2018 monthly
G1.B5.S1.MA1 🔑 M415396	Review and compare data from KEEP report.	Harms, Gary	8/21/2017	A decrease in absenteeism and tardiness as evidenced by a review and comparison of data from the KEEP report.	5/30/2018 quarterly
G1.B5.S1.MA1 🔑 M415397	Review and comparison of attendance logs aka KEEP Report.	Harms, Gary	8/21/2017	increase in student attendance	5/30/2018 daily
G1.B5.S1.A3 🔑 A382085	Reward students weekly who have perfect attendance.	Harms, Gary	8/21/2017	attendance logs	5/30/2018 weekly
G1.B5.S1.A4 🔑 A382086	Explore ticket system to reward perfect attendance.	Harms, Gary	8/21/2017	attendance logs	5/30/2018 weekly
G2.B6.S1.MA1 🔑 M415406	Review lesson plans, review walk through data, review observation data, and review student test...	Harms, Gary	8/21/2017	Increase in student achievement.	5/30/2018 biweekly
G2.B6.S1.A1 🔑 A382102	Identify and share the data from the lowest reporting categories.	Harms, Gary	8/8/2017	agenda, sign in sheets from faculty meeting	5/30/2018 one-time
G2.B6.S1.A2 🔑 A382103	Provide time for grade levels to collaborate, plan, and focus on instruction of targeted standards.	Harms, Gary	8/8/2017	sign in sheets, team minutes	5/30/2018 biweekly
G2.B6.S1.A3 🔑 A382104	Utilize coherence map and standards progression to identify prerequisite skills.	Harms, Gary	8/15/2017	Team meeting notes.	5/30/2018 monthly
G2.B6.S1.A4 🔑 A382105	Front load needed prerequisite skills.	Harms, Gary	8/15/2017	Student tests scores, data from data walks, PLC minutes.	5/30/2018 weekly
G1.B3.S1.MA1 🔑 M415394	SIP Progress Monitoring Meeting, CIMS Mid Year Review	Harms, Gary	8/14/2017	A decrease in discipline referrals and chronic absenteeism based on Quarterly Discipline Report and KEEP report	5/31/2018 quarterly
G1.B3.S1.MA1 🔑 M415395	Observation of strategies being used, review data from KEEP report monthly. Review of classroom...	Harms, Gary	8/14/2017	Sign in sheets for trauma informed care PL, classroom visitation data, guidance and mentoring schedules	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1 A382078	Share data with teachers from the KEEP report and the Discipline Reports to show them the "why" for...	Harms, Gary	8/14/2017	agendas, teacher sign in sheets	5/31/2018 monthly
G1.B3.S1.A2 A382079	Continue implementation of Horizon 10 Essentials.	Miller, Doug	8/14/2017	data from classroom walkthroughs	5/31/2018 daily
G1.B3.S1.A3 A382080	Tie Horizon 10 into Terrific Kid, quarterly awards and rewards, and mentoring programs.	Miller, Doug	8/14/2017	classroom visitations	5/31/2018 quarterly
G1.B3.S1.A4 A382081	Provide trauma informed care professional learning.		8/14/2017	sign in sheets	5/31/2018 one-time
G1.B3.S1.A5 A382082	Provide Tier 2 support through mentoring, guidance groups, utilization of staff as incentive for...	Miller, Doug	8/14/2017	schedule for small group mentoring and guidance	5/31/2018 weekly
G1.B5.S1.A1 A382083	Advertise new attendance initiative program.	Harms, Gary	8/21/2017	Increased attendance.	5/31/2018 weekly
G1.B5.S1.A2 A382084	Require parents to enter building and sign in their student when late.	Harms, Gary	8/21/2017	sign in sheets	5/31/2018 daily
G2.B1.S1.A1 A382095	Utilize every available Tuesday afternoon after school for grade level team planning.	Harms, Gary	8/14/2017	team planning minutes	5/31/2018 biweekly
G2.B1.S1.A2 A382096	Vertical planning to build coherence of standards among grade levels.	Harms, Gary	8/14/2017	Sign in sheets from PL/minutes	5/31/2018 quarterly
G2.B1.S1.A3 A382097	Develop a school based infrastructure for PLCs.	Harms, Gary	9/1/2017	the developed PLC structure	5/31/2018 one-time
G2.B6.S1.MA1 M415405	Review data from data walks, district assessments, formative assessments	Harms, Gary	8/14/2017	Increase in achievement levels based on formative assessment, evidence of strategies being used from observations and data walks, district assessments, ongoing progress monitoring, and the FSA.	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 Horizon Elementary implements a school-wide system for social emotional learning and student engagement, then positive behaviors will increase.

G1.B3 Student apathy

G1.B3.S1 Develop a multi tiered system of positive behavioral supports to improve student engagement.

PD Opportunity 1

Provide trauma informed care professional learning.

Facilitator

Carl Coalson

Participants

faculty

Schedule

On 5/31/2018

G2. If Horizon Elementary teachers implement standards aligned, differentiated instruction, then student achievement will increase.

G2.B1 Lack of implementation of the standards with fidelity

G2.B1.S1 Deepen knowledge of instructional standards and aligned resources to ensure consistent implementation and fidelity across grade levels.

PD Opportunity 1

Vertical planning to build coherence of standards among grade levels.

Facilitator

School Leadership Team

Participants

faculty

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Develop a school based infrastructure for PLCs.

Facilitator

Principal Harms/school leadership team

Participants

faculty

Schedule

On 5/31/2018

PD Opportunity 3

Monitor and provide feedback and coaching for each PL session.

Facilitator

Liz Lilly

Participants

faculty

Schedule

Monthly, from 8/26/2017 to 5/26/2018

G2.B6 Lack of differentiated professional learning

G2.B6.S1 Intensify instructional focus on standards in the lowest scoring reporting categories.

PD Opportunity 1

Identify and share the data from the lowest reporting categories.

Facilitator

Liz Lilly, academic coach

Participants

faculty

Schedule

On 5/30/2018

PD Opportunity 2

Provide time for grade levels to collaborate, plan, and focus on instruction of targeted standards.

Facilitator

Liz Lilly

Participants

faculty

Schedule

Biweekly, from 8/8/2017 to 5/30/2018

PD Opportunity 3

Utilize coherence map and standards progression to identify prerequisite skills.

Facilitator

Liz Lilly

Participants

faculty

Schedule

Monthly, from 8/15/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Share data with teachers from the KEEP report and the Discipline Reports to show them the "why" for buy in.	$0.00
2	G1.B3.S1.A2	Continue implementation of Horizon 10 Essentials.	$0.00
3	G1.B3.S1.A3	Tie Horizon 10 into Terrific Kid, quarterly awards and rewards, and mentoring programs.	$0.00
4	G1.B3.S1.A4	Provide trauma informed care professional learning.	$0.00
5	G1.B3.S1.A5	Provide Tier 2 support through mentoring, guidance groups, utilization of staff as incentive for positive behavior, and buddy classes.	$0.00
6	G1.B5.S1.A1	Advertise new attendance initiative program.	$0.00
7	G1.B5.S1.A2	Require parents to enter building and sign in their student when late.	$0.00
8	G1.B5.S1.A3	Reward students weekly who have perfect attendance.	$360.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		570-Food	3451 - Horizon Elementary School	School Improvement Funds		$360.00

9	G1.B5.S1.A4	Explore ticket system to reward perfect attendance.	$0.00
10	G2.B1.S1.A1	Utilize every available Tuesday afternoon after school for grade level team planning.	$0.00
11	G2.B1.S1.A2	Vertical planning to build coherence of standards among grade levels.	$0.00
12	G2.B1.S1.A3	Develop a school based infrastructure for PLCs.	$0.00
13	G2.B1.S1.A4	Utilize the data to identify focus standards by grade level in order to embed cumulative review and/or front load prerequisite skills with grade level instruction.	$0.00
14	G2.B1.S1.A5	Monitor and provide feedback and coaching for each PL session.	$0.00
15	G2.B6.S1.A1	Identify and share the data from the lowest reporting categories.	$0.00
16	G2.B6.S1.A2	Provide time for grade levels to collaborate, plan, and focus on instruction of targeted standards.	$5,600.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	140-Substitute Teachers	3451 - Horizon Elementary School	Other		$5,600.00

17	G2.B6.S1.A3	Utilize coherence map and standards progression to identify prerequisite skills.	$0.00
18	G2.B6.S1.A4	Front load needed prerequisite skills.	$0.00

	Total:	$5,960.00