

Volusia County Schools

Horizon Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	A	B	A*

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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.

2018-19 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.

At Horizon, we strive to provide a nurturing environment, promoting Academic Development, Individual Growth, and Mutual Respect to develop productive, responsible citizens.

b. Provide the school's vision statement.

In educating our students at Horizon, we strive to empower them to communicate effectively, include everyone, show empathy, and demonstrate responsibility and perseverance.

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 implementing the social emotional program, Sanford Harmony this school year and plan to continue using it for the next several years. We are endeavoring to promote student communication, collaboration, and community within our students and school.

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 Sanford Harmony program will increase positive behaviors throughout our school.

3. Early Warning Systems

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

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

The 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	3	0	0	1	2	3	0	0	0	0	0	0	0	9	
One or more suspensions	3	0	0	0	1	1	0	0	0	0	0	0	0	5	
Course failure in ELA or Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2	
Level 1 on statewide assessment	0	0	0	1	2	3	0	0	0	0	0	0	0	6	
	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	3	0	0	1	2	3	0	0	0	0	0	0	0	9	

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, Sanford Harmony social emotional learning.

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/658348>.

2. Description

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

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

The school builds and sustains partnerships with the local community by holding such events as Chick-Fil-A Night, Publix Math Night, Museum of Arts and science Night, STEM night, PTA, Meet Your Teacher, and Open House. In August, 2018 we implemented the Sanford Harmony social emotional program to build connected, inclusive classrooms and create a positive learning environment for all of 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 build and furnish our outdoor Interactive Learning Area.

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
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
Johnson, Kasey	Teacher, K-12
Reyes, Jaclyn	Teacher, ESE
Wilson, Karen	Teacher, K-12
Reeder-Davis, Lisa	Teacher, K-12
Strang, Kristen	Teacher, K-12
Hansard, Lori	Teacher, K-12
Thompson, Hope	Teacher, K-12
Cassel, Vanessa	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 6th 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
Hope Thompson	Teacher
Amber Carman	Parent
Kolby Steward	Parent
Wendy Smith	Parent
Allison Werner	Parent
Tracey Grimes	Parent
Emmanuel Swift	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

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 eight 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. The Title 1 requirements for the SAC will be implemented. The development process involved the consideration of migrant students. At this

time, Horizon Elementary does not have any migrant students. However, should any migrant students enroll in Horizon Elementary, strategies will be developed to meet their needs.

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 Story Works reading magazines, 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
Strickland, William	Teacher, K-12
Kisgeropoulos, Tammy	Teacher, K-12
Miller, Doug	School Counselor
Bigham, Joy	Teacher, K-12
Johnson, Kasey	Teacher, K-12
O'Brien, Melissa	Instructional Coach
Reyes, Jaclyn	Teacher, ESE
Wilson, Karen	Teacher, K-12
Wright, Sarah	Teacher, ESE
Lilly, Elizabeth	Instructional Coach
Cassel, Vanessa	Teacher, K-12

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, 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.

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 with a 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 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 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 and 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" 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 Horizon Elementary implements an effective social emotional initiative, then positive behaviors will increase.
- G2.** If leaders at Horizon Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement.

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 an effective social emotional initiative, then positive behaviors will increase. 1a

 G100551

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	-10.0
Attendance rate	95.0
Discipline incidents	-12.0

Targeted Barriers to Achieving the Goal 3

- Limited time and knowledge of how to integrate the depth of Social Emotional Learning (SEL) standards into instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SEL District Specialist/Coordinator for Student Relations
- Free Sanford Harmony program
- Professional Learning opportunities

Plan to Monitor Progress Toward G1. 8

Walk through observation data, lesson plans, and the KEEP report.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson Plans, observation data, KEEP report.

G2. If leaders at Horizon Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement. 1a

G100552

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	80.0
Math Gains	80.0
Math Lowest 25% Gains	60.0
Statewide Science Assessment Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Limited time and resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Team Tuesdays
- subs for half day planning
- Teachers
- Parents/PTA/Community
- Academic coach
- Administration
- SLT
- SAC

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting, CIMS Mid Year Review, Step Zero for 2018-2019 SIP.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/14/2018 to 5/28/2019

Evidence of Completion

An increase in achievement scores.

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 Horizon Elementary implements an effective social emotional initiative, then positive behaviors will increase. 1

 G100551

G1.B1 Limited time and knowledge of how to integrate the depth of Social Emotional Learning (SEL) standards into instruction. 2

 B271223

G1.B1.S1 Refine systematic practice and provide professional learning to support implementation of an SEL program. 4

 S287100

Strategy Rationale

When we increase teacher's knowledge of SEL instruction, we will find the time and resources to implement effectively.

Action Step 1 5

Share KEEP report with teachers to show them the "why" for buy in.

Person Responsible

Gary Harms

Schedule

On 9/25/2018

Evidence of Completion

Minutes and agenda from faculty meeting.

Action Step 2 5

Procure Sanford Harmony kit for each teacher and provide training and follow up support.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Walk throughs, sign in sheets from trainings.

Action Step 3 5

Tie Sanford Harmony into Terrific Kids, quarterly awards, rewards, and mentoring programs.

Person Responsible

Doug Miller

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Award ceremonies, Terrific Kid certificates, mentoring notes.

Action Step 4 5

Tie school branding into Sanford Harmony tenets.

Person Responsible

Gary Harms

Schedule

Daily, from 8/7/2018 to 5/31/2019

Evidence of Completion

Visuals of Sanford Harmony around campus, in the newsletter, and on school websites.

Action Step 5 5

Conduct district provided family/community workshops on Social Emotional Learning.

Person Responsible

Gary Harms

Schedule

Annually, from 10/1/2018 to 5/31/2019

Evidence of Completion

Sign in sheets/minutes form training.

Action Step 6 5

Conduct an SEL lesson using Sanford Harmony curriculum on the first day of every week.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, walk through observations.

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

An increase in attendance, a decrease in chronic absenteeism, and a decrease in discipline referrals.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

KEEP report, lesson plans.

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

Lesson plans and the KEEP report.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

KEEP report, lesson plans, walk through observation data will be used to determine if there is an increase in attendance and a decrease in discipline referrals.

G2. If leaders at Horizon Elementary develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement. 1

G100552

G2.B8 Limited time and resources 2

B271233

G2.B8.S1 Provide time for teacher planning and collaboration. 4

S287103

Strategy Rationale

When we provide time for teachers to plan and collaborate as a team, we will have more effective lessons.

Action Step 1 5

Teams of teachers will meet every Tuesday after school to plan lessons.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/14/2018 to 5/28/2019

Evidence of Completion

sign in sheets, team minutes

Action Step 2 5

Facilitate vertical articulation two times during the school year.

Person Responsible

Elizabeth Lilly

Schedule

Semiannually, from 10/31/2018 to 5/31/2019

Evidence of Completion

Sign in sheets and minutes form the articulation meetings.

Action Step 3 5

Provide half day substitutes for teams of grade level teachers to plan.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

Use of sign in sheets and teacher lesson plans.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/14/2018 to 5/28/2019

Evidence of Completion

Teacher lesson plans and team sign in sheets as well as achievement levels on school and district assessments leading up to FSA.

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Teacher lesson plans and team planning sign in sheets.

Person Responsible

Gary Harms

Schedule

Weekly, from 8/14/2018 to 5/28/2019

Evidence of Completion

Teacher lesson plans and sign in sheets and an increase of achievement levels on the FSA.

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 an effective social emotional initiative, then positive behaviors will increase.

G1.B1 Limited time and knowledge of how to integrate the depth of Social Emotional Learning (SEL) standards into instruction.

G1.B1.S1 Refine systematic practice and provide professional learning to support implementation of an SEL program.

PD Opportunity 1

Procure Sanford Harmony kit for each teacher and provide training and follow up support.

Facilitator

Doug Miller, school guidance counselor

Participants

faculty

Schedule

Monthly, from 8/7/2018 to 5/31/2019

PD Opportunity 2

Conduct district provided family/community workshops on Social Emotional Learning.

Facilitator

District personnel.

Participants

Parents/Faculty/Staff

Schedule

Annually, from 10/1/2018 to 5/31/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Share KEEP report with teachers to show them the "why" for buy in.	\$0.00
2	G1.B1.S1.A2	Procure Sanford Harmony kit for each teacher and provide training and follow up support.	\$0.00
3	G1.B1.S1.A3	Tie Sanford Harmony into Terrific Kids, quarterly awards, rewards, and mentoring programs.	\$0.00
4	G1.B1.S1.A4	Tie school branding into Sanford Harmony tenets.	\$0.00
5	G1.B1.S1.A5	Conduct district provided family/community workshops on Social Emotional Learning.	\$0.00
6	G1.B1.S1.A6	Conduct an SEL lesson using Sanford Harmony curriculum on the first day of every week.	\$0.00
7	G2.B8.S1.A1	Teams of teachers will meet every Tuesday after school to plan lessons.	\$0.00
8	G2.B8.S1.A2	Facilitate vertical articulation two times during the school year.	\$0.00
9	G2.B8.S1.A3	Provide half day substitutes for teams of grade level teachers to plan.	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.A1 A389243	Share KEEP report with teachers to show them the "why" for buy in.	Harms, Gary	9/25/2018	Minutes and agenda from faculty meeting.	9/25/2018 one-time
G2.MA1 M425202	SIP Progress Monitoring Meeting, CIMS Mid Year Review, Step Zero for 2018-2019 SIP.	Harms, Gary	8/14/2018	An increase in achievement scores.	5/28/2019 monthly
G2.B8.S1.MA1 M425200	Teacher lesson plans and team planning sign in sheets.	Harms, Gary	8/14/2018	Teacher lesson plans and sign in sheets and an increase of achievement levels on the FSA.	5/28/2019 weekly
G2.B8.S1.MA1 M425201	Use of sign in sheets and teacher lesson plans.	Harms, Gary	8/14/2018	Teacher lesson plans and team sign in sheets as well as achievement levels on school and district assessments leading up to FSA.	5/28/2019 weekly
G2.B8.S1.A1 A389258	Teams of teachers will meet every Tuesday after school to plan lessons.	Harms, Gary	8/14/2018	sign in sheets, team minutes	5/28/2019 weekly
G1.MA1 M425195	Walk through observation data, lesson plans, and the KEEP report.	Harms, Gary	8/13/2018	Lesson Plans, observation data, KEEP report.	5/31/2019 weekly
G1.B1.S1.MA1 M425193	Lesson plans and the KEEP report.	Harms, Gary	8/13/2018	KEEP report, lesson plans, walk through observation data will be used to determine if there is an increase in attendance and a decrease in discipline referrals.	5/31/2019 weekly
G1.B1.S1.MA1 M425194	An increase in attendance, a decrease in chronic absenteeism, and a decrease in discipline...	Harms, Gary	8/13/2018	KEEP report, lesson plans.	5/31/2019 weekly
G1.B1.S1.A2 A389244	Procure Sanford Harmony kit for each teacher and provide training and follow up support.	Harms, Gary	8/7/2018	Walk throughs, sign in sheets from trainings.	5/31/2019 monthly
G1.B1.S1.A3 A389245	Tie Sanford Harmony into Terrific Kids, quarterly awards, rewards, and mentoring programs.	Miller, Doug	8/13/2018	Award ceremonies, Terrific Kid certificates, mentoring notes.	5/31/2019 weekly
G1.B1.S1.A4 A389246	Tie school branding into Sanford Harmony tenets.	Harms, Gary	8/7/2018	Visuals of Sanford Harmony around campus, in the newsletter, and on school websites.	5/31/2019 daily
G1.B1.S1.A5 A389247	Conduct district provided family/ community workshops on Social Emotional Learning.	Harms, Gary	10/1/2018	Sign in sheets/minutes form training.	5/31/2019 annually
G1.B1.S1.A6 A389248	Conduct an SEL lesson using Sanford Harmony curriculum on the first day of every week.	Harms, Gary	8/13/2018	Lesson plans, walk through observations.	5/31/2019 weekly
G2.B8.S1.A2 A389259	Facilitate vertical articulation two times during the school year.	Lilly, Elizabeth	10/31/2018	Sign in sheets and minutes form the articulation meetings.	5/31/2019 semiannually
G2.B8.S1.A3 A389260	Provide half day substitutes for teams of grade level teachers to plan.	Harms, Gary	9/3/2018	Lesson plans.	5/31/2019 monthly