

Marion County Public Schools

Horizon Academy At Marion Oaks



2018-19 Schoolwide Improvement Plan

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Horizon Academy At Marion Oaks

365 MARION OAKS DR, Ocala, FL 34473

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Horizon Academy is to nurture the development of responsible, thoughtful citizens for life in an increasingly reliant global society by creating environments in which students are challenged to achieve more, to be creative, and to actively participate in and be accountable for their learning.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Maier, Donald	Principal
Perry, Dustin	Assistant Principal
Robledo, Natalia	Assistant Principal
Choquette, Nora	Instructional Coach
Consider, Susan	Dean
Pittman, Dawn	School Counselor
Scofield, Susan	School Counselor

Duties

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

Dustin Perry - assists in the development of the master schedule and recommends appropriate curriculum/courses to the principal; mentors and evaluates staff; conducts and assigns appropriate professional development.

Natalia Robledo - overseas Student Services; recommends and assigns appropriate alternative placement of students, as needed; mentors and evaluates staff; conducts and assigns appropriate professional development.

Nora Choquette - develops and coordinates school professional development; mentors new teachers and ongoing literacy support to all classrooms.

Susan Consider - dean of students; processes appropriate discipline consequences for students and meets with parents on a regular basis; assists teachers with classroom management procedures.

Dawn Pittman/Susan Scofield - provides students with needed social, mental, and academic counseling; supports the APs in scheduling and student behavior needs

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	22	19	17	28	0	0	0	0	86	
One or more suspensions	0	0	0	0	0	27	12	18	38	0	0	0	0	95	
Course failure in ELA or Math	0	0	0	0	0	1	4	0	16	0	0	0	0	21	
Level 1 on statewide assessment	0	0	0	0	0	17	41	101	102	0	0	0	0	261	

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	48	10	28	34	0	0	0	0	120

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	19	17	28	26	0	0	0	0	90	
One or more suspensions	0	0	0	0	0	12	18	38	29	0	0	0	0	97	
Course failure in ELA or Math	0	0	0	0	0	4	0	16	11	0	0	0	0	31	
Level 1 on statewide assessment	0	0	0	0	0	41	101	102	83	0	0	0	0	327	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	10	28	34	13	0	0	0	0	85	

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	19	17	28	26	0	0	0	0	90	
One or more suspensions	0	0	0	0	0	12	18	38	29	0	0	0	0	97	
Course failure in ELA or Math	0	0	0	0	0	4	0	16	11	0	0	0	0	31	
Level 1 on statewide assessment	0	0	0	0	0	41	101	102	83	0	0	0	0	327	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	10	28	34	13	0	0	0	0	85

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The largest decline was in Math Achievement (32% - State FSA). This is a trend, as the Math Achievement Levels have dropped each year (from 40% (2015); 35% (2016); 34% (2017)) to 32% in 2018. This is a total decline of 8 percentage points over 4 years.

Which data component showed the greatest decline from prior year?

OVERALL, the lowest performing categories are with the Math and ELA Gains with the Lowest 25% on the State FSA. Data for Math Lower 25%, dropped from 48 to 41% (7%) and ELA Lowest 25% dropped from 53 to 48% (5%). This is not a trend, as these categories have seen increases and decreases.

Which data component had the biggest gap when compared to the state average?

There are huge gaps in all areas when compared to the state average, with the exception of Algebra I results and middle school acceleration. The single largest gap is with 6th grade Math Achievement; 26% lower than the statewide average on the FSA. This gap increased by 5% from 2017-2018.

Which data component showed the most improvement? Is this a trend?

Fifth grade math showed a 17% gain on the State FSA in 2018, from 30% proficient in 2017. The 17% gain is the first increase since 2015, however, it is still 14% below the Florida statewide average (61%). While showing a 17% gain over the past two years, growth has not been the trend.

Describe the actions or changes that led to the improvement in this area.

The focus from the instructional side were on the Standards and not the curriculum. This was coupled with more hands-on activities to accompany the standards, implementation of a Common Board, as well as more deliberate planning and coaching.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	47%	53%	41%	44%	52%
ELA Learning Gains	47%	50%	54%	44%	46%	53%
ELA Lowest 25th Percentile	39%	45%	47%	39%	39%	45%
Math Achievement	39%	52%	58%	35%	47%	55%
Math Learning Gains	52%	61%	57%	40%	50%	55%
Math Lowest 25th Percentile	45%	52%	51%	33%	38%	47%
Science Achievement	40%	46%	52%	37%	45%	50%
Social Studies Achievement	54%	66%	72%	52%	58%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	19 (17)	17 (28)	28 (26)	64 (71)
One or more suspensions	12 (18)	18 (38)	38 (29)	68 (85)
Course failure in ELA or Math	4 (0)	0 (16)	16 (11)	20 (27)
Level 1 on statewide assessment	41 (101)	101 (102)	102 (83)	244 (286)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	35%	44%	-9%	52%	-17%
	2017	33%	44%	-11%	52%	-19%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	35%	43%	-8%	51%	-16%
	2017	43%	42%	1%	52%	-9%
Same Grade Comparison		-8%				
Cohort Comparison		2%				
08	2018	51%	49%	2%	58%	-7%
	2017	41%	48%	-7%	55%	-14%
Same Grade Comparison		10%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	26%	42%	-16%	52%	-26%
	2017	30%	37%	-7%	51%	-21%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	37%	49%	-12%	54%	-17%
	2017	35%	47%	-12%	53%	-18%
Same Grade Comparison		2%				
Cohort Comparison		7%				
08	2018	21%	43%	-22%	45%	-24%
	2017	34%	43%	-9%	46%	-12%
Same Grade Comparison		-13%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	34%	46%	-12%	50%	-16%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	64%	-12%	71%	-19%
2017	55%	64%	-9%	69%	-14%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	57%	41%	62%	36%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	54%	-54%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	36	41	19	38	29	19	21			
ELL	19	39	38	27	49	50	15	50			
BLK	41	51	33	34	51	38	34	50	77		
HSP	41	46	34	38	54	49	39	54	62		
MUL	33	54	90	28	35	40	24				
WHT	42	44	43	45	55	50	49	57	67		
FRL	40	48	41	38	52	45	40	53	68		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	37	34	6	34	33	14	26			
ELL	19	55	49	23	56	49	14	29			
BLK	42	49	43	33	49	38	24	58			
HSP	37	53	44	34	61	49	32	56			
MUL	36	58	54	31	63		45				
WHT	44	54	41	35	54	56	37	62			
FRL	39	52	43	33	56	48	31	60			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Instructional Activities and / Strategies
Rationale	Horizon Academy FSA/SSA scores have seen a consistent decline over the past 5 years. While there have been some notes of a yearly increase, it has not been sustained from year to year. Additionally, higher achieving students' achievement levels have dropped in multiple tested areas.
Intended Outcome	If rigor and mastery of Standards are a focus in all classrooms, through better discussion and questioning techniques and appropriate assessment strategies, engaging families in support of learning through multiple events at varied times, allowing for increased attendance, then student growth can be expected to grow 4 - 7% in all FSA and SSA tested areas. Expected results would be 45% proficient in ELA; 47% in Math; 57% in Civics, and 45% proficient in Science.
Point Person	Donald Maier (donald.maier@marion.k12.fl.us)
Action Step	
Description	Quarter 1: Each teacher will participate in a Learning Walk during Q1. Teachers will be paired together, based on subject and expertise. The focus of the Learning Walks will be to increase active participation among students in the classroom through thoughtful work or higher level questioning. Teachers will plan collaboratively over a period of four weeks. At the conclusion of the planning cycle, pairs of teachers will enact the lesson, provide and receive feedback, and reflect on teaching practices. Family Intentional Family Engagement events to reach out to, communicate with, and work with parents/families as equal partners to increase student achievement include: Student Orientation, Open House, Math Night, Bring Dad to School Day, Community SAC meeting with SRE & MOEs, Coffee with the Principal twice monthly.
	Quarter 2: Based on Learning Walk reflections, teachers will be placed in targeted PLC groups. Teachers will focus on developing the areas identified as improvable areas during the Learning Walks. Teachers will participate in collaborative planning and reflection. Family Engagement events to reach out to, communicate and work with parents/families as equal partners to increase student achievement include: Car Rider SAC Meeting. Science Night, Family Holiday Night, Science Fair, NJHS Family Support event (Thanksgiving), Coffee with the Principal twice monthly.
	Quarter 3: Teachers will focus on Data Driven instruction in the classroom. All data, including FSA, QSMAs, CSMAs, iReady, and teacher driven assessment will be used to target the highest areas of need prior to students taking the 2018-2019 FSA. Intentional Family Engagement events to reach out to, communicate with, and work with parents/families as equal partners to increase student achievement include: STEAMspirations, Dad & Me Math Night, Student-Led Conferences, SAC Meetings, FFA events at State and local Fairs, Coffee with the Principal twice monthly.
	Quarter 4: During Q4, teachers will be given the opportunity to participate in Peer Observations. Teachers will pair up, based on areas of focus throughout the year. Each teacher will be given the opportunity to observe and provide feedback to a fellow teacher. Teachers will reflect on best practices and areas that could be targeted for additional growth. Intentional Family Engagement events to reach out to, communicate with, and work with parents/families as equal partners to increase student achievement include: FSA Parent Nights, Science Night, NJHS Induction, Grade-level EOY awards nights, Car-rider SAC Meeting, Coffee with the Principal twice monthly.

On-Going:

Weekly Data Meetings: Each week, teachers will collaboratively discuss and plan based on available data. Teachers have been given a Data Notebook that will allow them to actively monitor data, reflect on instructional practices, and provide student work samples showing a range of standards mastery.

Monthly newsletters to families, STEAM Student of the Month celebrations, varied club activities throughout the school year.

iReady PD: Throughout the year, teachers will receive targeted PD related to the implementation and data monitoring of iReady.

CAS Coaching - All new teachers will participate in a new teacher coaching cycle. Other teachers may also participate in coaching cycles based on need and/or request.

Person Responsible Donald Maier (donald.maier@marion.k12.fl.us)

Plan to Monitor Effectiveness

The effectiveness of the plan will be consistently monitored and evaluated based on collaboration among the leadership team, teacher feedback, and student performance.

Description Specific data to be examined will include CMSAs, QSMAs, DBQs, iReady diagnostics, Progress Monitoring and supplemental instruction, and Prodigy for PM of MTSS students in grades 5-6. Additionally, teachers will frequently provide formative assessments to refine their instructional needs as well as summative assessments to determine standards mastery. Data digs will occur quarterly, with the Lower 25% of each grade level identified by week four of the school year. FSAs and SSAs, as well as EOCs will be reviewed following the school year to assess final growth.

Administrators will actively monitor classrooms through consistent non-evaluative walkthroughs that will focus on opportunities for instructional coaching.

All instructional units receive informal and formal evaluations. Coaching will be ongoing based on evaluative data collected.

Person Responsible Donald Maier (donald.maier@marion.k12.fl.us)

Activity #2	
Title	Instructional Skill Level
Rationale	Horizon Academy FSA growth scores for the Lowest 25% have been inconsistent over the past 5 years. While there have been some notes of a yearly increase, it has not been sustained from year to year. Additionally, higher achieving students' achievement levels have dropped in multiple tested areas
Intended Outcome	If rigor and mastery of Standards are a focus in all classrooms, through targeted instruction and differentiation and appropriate assessment strategies, then Learning Gains for the Lowest 25% can be expected to grow 4 - 7% in ELA and Math FSAs. Expected results would be 45% growth in ELA and 55% in Mathematics FSAs.
Point Person	Donald Maier (donald.maier@marion.k12.fl.us)
Action Step	
Description	<p>1. Professional Development - Literacy CAS and administrators will provide ongoing training and PD in Rigor, Relevance and Relationships throughout the year- including the capacity to increase rigor in all lessons and differentiate within IXL and i-Ready.</p> <p>2. Administrative team will establish the Lowest 25% from FSA results and release to the entire staff by the end of week 4. PLCs will work through established best practices to target differentiated instruction to those students. Mentoring groups will be aimed at the Lowest 35% "bubble students" to provide extra support and push. Mentors will come from staff members that do not have daily instruction and classroom responsibilities.</p> <p>3. Bi-weekly grade-level data meetings with discussion of current results and sharing of best practices from teachers.</p> <p>4. Once a week teachers will participate in grade level collaborative planning.</p> <p>5. Literacy CAS and subject-area Lead Teachers will provide training to parents at multiple events in order for them to support their students in all areas.</p>
Person Responsible	Dustin Perry (dustin.perry@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>The effectiveness of the plan will be consistently monitored and evaluated based on collaboration among the leadership team, teacher feedback, and student performance.</p> <p>Specific data to be examined will include CMSAs, QSMAs, DBQs, iReady diagnostics, Progress Monitoring and supplemental instruction, and Prodigy for PM of MTSS students in grades 5-6. Additionally, teachers will frequently provide formative assessments to refine their instructional needs as well as summative assessments to determine standards mastery. Data digs will occur quarterly, with the Lower 25% of each grade level identified by week four of the school year. FSAs and SSAs, as well as EOCs will be reviewed following the school year to assess final growth.</p> <p>Administrators will actively monitor classrooms through consistent non-evaluative walkthroughs that will focus on opportunities for instructional coaching.</p>

All instructional units receive informal and formal evaluations. Coaching will be ongoing based on evaluative data collected.

Person Responsible Donald Maier (donald.maier@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In an effort to provide meaningful activities that parents/family are eager to attend, we have chosen different times and days spread throughout the school year to offer planned involvement activities. Some of the activities such as Math, Science and Literacy night are subject related. Those meetings include strategies and materials parents may use to engage their children at home. Other activities such as Holiday Decoration Night are for fun and sharing, while the Principal & Parent Chats and Parent Teacher Conferences are intended for parents to learn more about their individual child.

There are several opportunities for our community to assist with activities that not only build relationships within the community but also are intended to improve school achievement. For example in October the Math Night will be held at our community Win-Dixie. The store employees work toward making our evening a pleasant, and meaningful learning experience for all who attend.

Our strong Mentor Program is built upon the idea that community members feel the need to assist us with the education of our students.

In March we will hold a STEAMspirations day that is dependent upon community support to fill many of the presentation time slots available.

We also have full time interpreters and other staff members who are available to translate for our non-English speaking families and students

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

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

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

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

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

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

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

Title I Part A:

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

Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

MCPS implements standards provided by the state which prepare students for success and make them competitive in the global workplace. Each Florida standard provides clear expectations for the knowledge and skills students need to master in each grade, K-12, and subject so they will be

prepared to succeed in college, careers, and life. Sixty 8th graders will receive an opportunity to go to local college for the College and Career Expo.

Part V: Budget	
Total:	\$219,808.00