



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Horizon Elementary School

4751 HIDDEN LAKE DR

Port Orange, FL 32129

386-756-7150

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
62%

Alternative/ESE Center
No

Charter School
No

Minority Rate
38%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Horizon Elementary School

Principal

Gary Harms

School Advisory Council chair

Sarah Wright

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kari Nagus	Kindergarten Teacher
Tammy Pruitt	Kindergarten Teacher
Liz Lilly	First Grade Teacher
Holly Carn	First Grade Teacher
Vanessa Van Der Veer	Second Grade Teacher
Alisha Kennedy	Second Grade Teacher
Melissa O'Brien	Third Grade Teacher
Valerie Tackney	Third Grade Teacher
Lisa Reeder-Davis	Fourth Grade Teacher
Amanda Barefield	Fourth Grade Teacher
Deborah Bevilacqua	Fifth Grade Teacher
Laura Combs	Fifth Grade Teacher
Sarah Wright	ESE Teacher
Kelly Valenti	ESE Teacher
Lena Ellis	Music Teacher
Katy Fay	Media Specialist
Jennifer Stubbs	Third Grade Gifted Teacher

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Paula Blake, Parent
 Sigrid Gold, Parent
 Stephanie Gracia, Parent
 Brenda Hicks, Support staff
 Angela Primavera, Parent
 Jacquelyn Quillen, Parent
 Sarah Wright, Teacher
 APPOINTED MEMBERS
 Kelli Foxman, Parent
 Gary Harms, Principal
 Nikki Mostando, Parent
 Barbara Shepherd, Community member
 Becky Spraker, Parent, VCS Employee

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will use data provided at meetings to monitor progress of SIP goals and give input as to any revisions or modifications. The SAC will be trained on Collaborative Partnering and Shared Decision Making, review and update bylaws, vote to approve additions and deletions in membership, and assist with recruiting new members. The SAC will also assist with administering school wide climate surveys and SAC elections.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Funds were not provided last year. In the past, our funds have been used to assist with funding of tutoring, providing funding for Storytelling Club, Reading Counts incentives, phonics workbooks for kindergarten, substitute funding so kindergarten teachers could administer the Diagnostic Reading Assessment, (DRA) and/or Florida Assessment for Instruction in Reading (FAIR).

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

n/a

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Gary Harms**

Principal

Years as Administrator: 20

Years at Current School: 8

CredentialsBS Elementary Education M.Ed. Educational Leadership
Certification in Elementary Education and School Principal**Performance Record**

2012 Horizon Elementary-B School,(proficient-62%
R/ 56% M; learning gains for low 25%-66% R/59% M;)
2011 Horizon Elementary-A School,(61%
R/ 57% M; 76% R/63% M; 81% R,/ 48%M)
2010 Horizon Elementary-A School,AYP
79% (72% R/77% M, 58% R/67% M, 50%
R/79% M)*
2009 Horizon Elementary-B School, AYP
85% (83% R/ 77% M; 66% R/ 54% M;
56% R/ 35% M)*
2008 Horizon Elementary -A School, AYP
97% (86% R/ 86% M; 73% R/ 71% M;
75% R/ 73% M)*
2007 Horizon Elementary -A School, AYP
100% (84% R/ 85% M; 71% R/ 78% M;
65% R/ 75% M)*
2006 Horizon Elementary -A School, AYP
100% (84% R/ 82% M; 88% R/ 73% M;
94% R/ 68% M)*
2005 Hurst Elementary-A School, AYP 90%
(77% R/ 71% M; 65% R/ 69% M; 57% R/--
-M)*

Kimberly Williams

Asst Principal

Years as Administrator: 2

Years at Current School: 2

CredentialsBS English Education 6-12
MS Educational Leadership K-12**Performance Record**

2012 Horizon Elementary-B School,(proficient-62%
R/ 56% M; learning gains for low 25%-66% R/59% M;)
81% R,/ 48%M)

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**n/a**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

53

receiving effective rating or higher

52, 98%

Highly Qualified Teachers

100%

certified in-field

47, 89%

ESOL endorsed

19, 36%

reading endorsed

5, 9%

with advanced degrees

25, 47%

National Board Certified

8, 15%

first-year teachers

2, 4%

with 1-5 years of experience

4, 8%

with 6-14 years of experience

21, 40%

with 15 or more years of experience

26, 49%

Education Paraprofessionals**# of paraprofessionals**

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 12,150

Tutoring will be provided during and after school for identified students. Reading Club, Art Club, Science Club, Chorus, FFEA (Florida Future Educators of America), and Running/Health Club will be available for enrichment.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

administration and teacher tutors.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Gary Harms	Principal
Kari Nagus	Kindergarten Teacher
Tammy pruit	Kindergarten Teacher
Liz Lilly	First Grade Teacher
Holly Carn	First Grade Teacher
Vanessa Van Der Veer	Second Grade Teacher
Alisha Kennedy	Second Grade Teacher
Melissa O'Brien	Third Grade Teacher
Valerie Tackney	Third Grade Teacher
Lisa Reeder-Davis	Fourth Grade Teacher
Amanda Barefield	Fourth Grade Teacher
Deborah Bevilacqua	Fifth Grade Teacher
Laura Combs	Fifth Grade Teacher
Sarah Wright	ESE Teacher
Kelly Valenti	ESE Teacher
Lena Ellis	Music Teacher
Katy Fay	Media Specialist
Jennifer Stubbs	Third Grade Gifted Teacher

How the school-based LLT functions

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, RtI 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.

Major initiatives of the LLT

To increase student literacy skills and achievement using technology, tutoring, and Common Core strategies.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	62%	No	66%
American Indian				
Asian	51%	60%	Yes	56%
Black/African American	44%	39%	No	50%
Hispanic	57%	64%	Yes	61%
White	69%	68%	No	72%
English language learners				
Students with disabilities	43%	18%	No	48%
Economically disadvantaged	56%	54%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	29%	31%
Students scoring at or above Achievement Level 4	100	34%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	123	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	31	66%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		21%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	50%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	56%	No	66%
American Indian				
Asian	81%	93%	Yes	83%
Black/African American	40%	39%	No	46%
Hispanic	57%	50%	No	61%
White	64%	57%	No	68%
English language learners				
Students with disabilities	43%	16%	No	48%
Economically disadvantaged	52%	48%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	30%	36%
Students scoring at or above Achievement Level 4	76	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	108	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	59%	62%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	36%	39%
Students scoring at or above Achievement Level 4	29	34%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	374	62%	65%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	183	30%	27%
Students retained, pursuant to s. 1008.25, F.S.	24	5%	4%
Students who are not proficient in reading by third grade	47	42%	40%
Students who receive two or more behavior referrals	44	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	33	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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 for 5th grade, various business partner nights (Chick Fil - A, Publix, Papa Johns), Book Fair Parent night, and BYOT (Bring Your Own Technology) night. This year we hope to add Family Night sponsored by the PTA and a Thinking Math Presentation night for parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Science night	105	17%%	20%
Meet the Teacher Day	420	70%	73%
Parent Information Night for 5th grade	75	71%	74%
BYOT for certain grade levels	12	10%	15%

Goals Summary

- G1.** To integrate reading and writing to the content areas and to implement Thinking Math strategies with fidelity.

Goals Detail

G1. To integrate reading and writing to the content areas and to implement Thinking Math strategies with fidelity.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- NLVM site
- Math Playground site
- FASTT Math
- Thinking Math
- Common planning time
- Singapore math
- Khan Academy
- Student online
- Everglades math
- Unique curriculum
- Tutoring
- ISTOA
- Learnzillion.com
- More Starfall
- FCAT Explorer
- Manga High
- Ten Marks
- Sum Dog
- BrainPop
- PTA
- Newsletter
- super Star Math

Targeted Barriers to Achieving the Goal

- Lack of foundational skills
- Student apathy

Plan to Monitor Progress Toward the Goal

ELA formatives and summatives will be monitored for growth as well as writing prompts. Math formatives and summatives will be monitored for growth as Thinking Math strategies are implemented.

Person or Persons Responsible

Administrative team and classroom teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

There will be an increase in student proficiency scores in ELA and math.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To integrate reading and writing to the content areas and to implement Thinking Math strategies with fidelity.

G1.B3 Lack of foundational skills

G1.B3.S2 Thinking Math

Action Step 1

Thinking math implementation for k-2 and initial training for 3-5.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Primary teachers implementation from beginning of year and intermediate teachers as their training is completed

Evidence of Completion

Training records as evidence of completion. Walk-throughs and observations will be used as evidence of implementation.

Facilitator:

Thinking math trainers

Participants:

Classroom teachers

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

Thinking Math Implementation and Training

Person or Persons Responsible

Primary teachers and intermediate teachers will be monitored by administrative team.

Target Dates or Schedule

During walk-throughs and observations

Evidence of Completion

Teacher conferences

Plan to Monitor Effectiveness of G1.B3.S2

Monitor math formatives and summatives for primary and intermediate grades

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

Scores will be collected and charted by grade level. They will be shared monthly at faculty or at grade level PLC.

G1.B3.S4 Current Math and/or ELA concepts provided to special area, media, and speech teachers by grade levels each month for reinforcement during special area and speech time.

Action Step 1

Process to incorporate ELA concepts into the special area classes so they can be reinforced in all areas of the day

Person or Persons Responsible

Classroom teachers in conjunction with the special area teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Observation of concepts being implemented during special area, speech, and media time.

Plan to Monitor Fidelity of Implementation of G1.B3.S4

The occurrence of special area including the grade level concepts in to their lessons

Person or Persons Responsible

Administrative team

Target Dates or Schedule

At least monthly

Evidence of Completion

Walk throughs and observations

Plan to Monitor Effectiveness of G1.B3.S4

Scores on writing prompts as well ELA and math formatives and summatives will improve

Person or Persons Responsible

Administrative team will monitor the scores for all grade levels

Target Dates or Schedule

At least monthly

Evidence of Completion

Scores that will collected and charted by grade level

G1.B12 Student apathy

G1.B12.S1 School wide incentive program for academic and behavioral achievement

Action Step 1

A school wide academic and behavioral program implementing Lifelong guidelines and principles. This will include activities like math skills race to the top in each classroom, Lifelong guidelines on the morning announcements, Lunch bunch with the principal as well as other engaging activities.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Announcements, awards, bulletin boards, assemblies, songs, etc.

Plan to Monitor Fidelity of Implementation of G1.B12.S1

The implementation of the school wide incentive program to be used to motivate students to improve work habits especially in ELA and math.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Daily along with monthly programs

Evidence of Completion

Bulletin boards, incentive charts, monthly programs.

Plan to Monitor Effectiveness of G1.B12.S1

The school wide incentive program's impact on student work habits and achievement

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Daily work completion as well as increased performance on formatives/summatives disaggregated by grade level.

Evidence of Completion

Positive growth in student work habits as well as increased proficiency on formatives and summatives.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 3rd year of this program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To integrate reading and writing to the content areas and to implement Thinking Math strategies with fidelity.

G1.B3 Lack of foundational skills

G1.B3.S2 Thinking Math

PD Opportunity 1

Thinking math implementation for k-2 and initial training for 3-5.

Facilitator

Thinking math trainers

Participants

Classroom teachers

Target Dates or Schedule

Primary teachers implementation from beginning of year and intermediate teachers as their training is completed

Evidence of Completion

Training records as evidence of completion. Walk-throughs and observations will be used as evidence of implementation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To integrate reading and writing to the content areas and to implement Thinking Math strategies with fidelity.	\$12,000
Total		\$12,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Administrative money and EDEP funds	\$12,000	\$12,000
Total	\$12,000	\$12,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To integrate reading and writing to the content areas and to implement Thinking Math strategies with fidelity.

G1.B3 Lack of foundational skills

G1.B3.S2 Thinking Math

Action Step 1

Thinking math implementation for k-2 and initial training for 3-5.

Resource Type

Professional Development

Resource

Monetary funds for training and substitutes

Funding Source

Administrative money and EDEP funds

Amount Needed

\$12,000