

Volusia County Schools

# Horizon Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Horizon Elementary School

4751 HIDDEN LAKE DR, Port Orange, FL 32129

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

## Demographics

Principal: Melani Johnson

Start Date for this Principal: 7/1/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: C (51%) 2016-17: A (67%) 2015-16: B (59%) 2014-15: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Horizon Elementary School

4751 HIDDEN LAKE DR, Port Orange, FL 32129

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	A	B

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<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.**

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

**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.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Fay, Catherine	Instructional Media	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Speidel, Teresa	Assistant Principal	The duties and responsibilities of leadership team members include performing the following duties: coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, work with grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, assist with long term substitutes, and assist the principal in guiding the team.
Dutil, Denielle	Administrative Support	The duties and responsibilities of leadership team members include performing the following duties: coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Harms, Gary	Principal	As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work.
Reyes, Jaclyn	Teacher, ESE	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Wright, Sarah	Teacher, ESE	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Miller, Doug	School Counselor	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new



Name	Title	Job Duties and Responsibilities
		teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Thompson, Hope	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Hansard, Lori	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Wilson, Karen	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Lilly, Elizabeth	Instructional Coach	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Reynolds, Ragan	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Kwit, Kristina	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for

Name	Title	Job Duties and Responsibilities
		materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Kinney, Sarah	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Watkins, Shari	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Stubbs, Jennifer	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Keany, Mike	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Pugh, Marla	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.

Name	Title	Job Duties and Responsibilities
Wise, Kristy Jo	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.
Stephens, Dana	Teacher, K-12	The duties and responsibilities of leadership team members include performing the following duties: to hold meetings as needed for grade team members, coordinate instructional programs, review money spent for materials, coordinate extracurricular activities, cooperate with other grade levels in getting needed materials, inform teachers of new materials, new teacher orientation, meet with administration as needed, assist with long term substitutes, and other duties as assigned.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	124	129	128	139	122	135	0	0	0	0	0	0	0	777
Attendance below 90 percent	14	12	9	15	9	9	0	0	0	0	0	0	0	68
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	4	2	5	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	4	1	6	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	0	4	2	9	0	0	0	0	0	0	0	18

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	5	4	2	9	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

68

**Date this data was collected or last updated**

Monday 9/9/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - 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	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

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	0	0	1	2	3	0	0	0	0	0	0	0	9

**Part II: Needs Assessment/Analysis****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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	56%	57%	68%	55%	55%
ELA Learning Gains	55%	56%	58%	64%	53%	57%
ELA Lowest 25th Percentile	47%	46%	53%	47%	44%	52%
Math Achievement	69%	59%	63%	79%	62%	61%
Math Learning Gains	59%	56%	62%	78%	58%	61%
Math Lowest 25th Percentile	53%	43%	51%	62%	47%	51%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	65%	57%	53%	71%	59%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	124 (0)	129 (0)	128 (0)	139 (0)	122 (0)	135 (0)	777 (0)
Attendance below 90 percent	14 ( )	12 ( )	9 ( )	15 ( )	9 ( )	9 ( )	68 (0)
One or more suspensions	0 ( )	1 (0)	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	4 (0)	2 (0)	5 (0)	11 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	4 (0)	1 (0)	6 (0)	11 (0)

#### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	58%	15%	58%	15%
	2018	64%	56%	8%	57%	7%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	54%	54%	0%	58%	-4%
	2018	65%	54%	11%	56%	9%
Same Grade Comparison		-11%				
Cohort Comparison		-10%				
05	2019	58%	54%	4%	56%	2%
	2018	61%	51%	10%	55%	6%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	60%	16%	62%	14%
	2018	68%	58%	10%	62%	6%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	69%	59%	10%	64%	5%
	2018	71%	60%	11%	62%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		1%				
05	2019	57%	54%	3%	60%	-3%
	2018	71%	57%	14%	61%	10%
Same Grade Comparison		-14%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	56%	6%	53%	9%
	2018	63%	56%	7%	55%	8%
Same Grade Comparison		-1%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	32	51	52	34	48	47	33				
ELL		50			70						
ASN	92			100							
BLK	28	32	35	40	50	52	29				
HSP	69	52	50	64	63	55	67				
MUL	74	73		87	60						
WHT	72	61	52	75	61	50	73				
FRL	58	50	45	59	51	52	56				
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	31	34	27	42	45	21	27				
ASN	88	73		82	73						
BLK	36	43	36	39	30	19	19				
HSP	71	50		64	53	50					
MUL	67	42		67	33						
WHT	69	51	23	80	59	20	75				
FRL	57	46	30	63	48	24	52				
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	26	36	33	39	45	41	14				

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
ELL	9			27							
ASN	72	53		83	67						
BLK	30	56	55	60	65	60	18				
HSP	66	67		65	60		67				
MUL	75			76							
WHT	78	67	52	87	85	69	78				
FRL	59	56	48	72	74	60	62				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	96
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis



**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Overall-students in the lower quartile in the area of English/Language Arts (ELA) showed the lowest performance.

Grade level-4th grade overall proficiency levels declined.

Every Student Succeeds Act (ESSA) subgroup-Black/African American students in almost all areas.

Contributing factors include curriculum, attendance concerns, not enough direct focus, rigor of materials, unified planning, the inability of some students to stay for after school tutoring due to being bused to school and not having transportation home after school.

We believe that we must increase our student's social and emotional learning skills in order for them to have the tools they need to become contributing members of our society.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Overall-Math achievement proficiency.

Grade level-5th grade math proficiency.

ESSA subgroup-Black/African American students

Contributing factors include curriculum, rigor of chosen materials not reaching all students, lack of unified planning.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Overall-ELA lower quartile learning gains.

Grade level-4th grade ELA.

ESSA subgroup-n/a.

Contributing factors include lack of curriculum, rigor of materials chosen, lack of coherent team planning, and lack of writing program.

Trends seen in gaps is the decline in overall scores in both ELA and math as students move from 3rd to 4th to 5th.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Overall-math lower quartile student learning gains (+28).

Grade level-3rd grade math.

ESSA subgroup-Student With Disabilities (SWD) math learning gains.

New actions taken by school include Title One programs, unified planning, rigor of materials, team focus, ESE teacher supports, intervention groups by grade level.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance

Level 1 ELA scores in 3rd grade

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ESSA subgroup-Black/African American students in almost all graded components
2. Trends of overall proficiency drop in ELA and Math from 3rd to 4th to 5th
3. ESSA subgroup SWD-almost all graded components
4. Social Emotional Learning
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	ELA Proficiency
<b>Rationale</b>	i-Ready and FSA data was used to identify ELA as a critical need area. On the i-Ready final diagnostic assessment, 11% of students were at risk for Tier 3 and 44% of students were at risk for Tier 2. On the Spring 2019 FSA, 28% of our ESSA subgroup, Black/African American students scored at Level 3 or higher. Student learning is impeded by a lack of vocabulary, informational comprehension skills and literature comprehension skills.

**State the measurable outcome the school plans to achieve**

Increase proficiency from 65% to 70% for all students in ELA Achievement.

**Person responsible for monitoring outcome**

Gary Harms (gharms@volusia.k12.fl.us)

**Evidence-based Strategy**

Implement an evidence based ELA curriculum focused on standards with fidelity.

**Rationale for Evidence-based Strategy**

If evidence based reading curriculum focused on standards is implemented, there will be an increase in student proficiency in ELA based on i-Ready assessment data.

#### Action Step

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional development training on new curriculum including instructional routines and small group instruction.</li> <li>2. Professional Learning Communities (PLC) on standards, data review, professional learning and targeted PLC work for Black/African American students and SWD (Students With Disabilities).</li> <li>3. Learning Walks to monitor implementation of the ELA curriculum with fidelity.</li> <li>4. Coaching Cycles to support teacher growth.</li> <li>5. Use i-Ready Instructional Tools.</li> </ol>
<b>Person Responsible</b>	Gary Harms (gharms@volusia.k12.fl.us)

#2	
<b>Title</b>	Math proficiency
<b>Rationale</b>	<p>i-Ready and Spring, 2019 FSA scores were used to identify math as a critical need. The data from the final i-Ready diagnostic assessment shows that 6% of students were at risk for Tier 3 and 38% of students were at risk for Tier 2. According to data from the Spring 2019 FSA, 40% of our Black/African American students scored at Level 3 and above and 34% of SWDs scored at Level 3 and above. Overall Math Achievement dropped 2 percentage points.</p> <p>Lack of achievement in the areas of Numbers and Operations, and Algebra and Algebraic Thinking skills impedes student learning.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Increase overall Math Achievement from 69% to 74% based on FSA data.</p> <p>Increase proficiency in Numbers and Operations and Algebra and Algebraic Thinking based on i-Ready data.</p>
<b>Person responsible for monitoring outcome</b>	Gary Harms (gharms@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Implement an evidence based math curriculum focused on standards with fidelity.
<b>Rationale for Evidence-based Strategy</b>	If we implement an evidence based math curriculum with fidelity, and increase in math proficiency will be evidenced by i-Ready and Florida Standards Assessment (FSA) data.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional development on new curriculum.</li> <li>2. Utilize the 3 Act Tasks.</li> <li>3. Professional Learning Communities (PLC) for data trends and best practices sharing and include targeted PLC work with Black/African American students and SWDs.</li> <li>4. Learning Walks to monitor fidelity of implementation.</li> <li>5. Coaching Cycles to enhance teacher effectiveness.</li> <li>6. Use i-Ready Instructional Tools.</li> </ol>
<b>Person Responsible</b>	Gary Harms (gharms@volusia.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Social Emotional Learning
<b>Rationale</b>	The discipline browse was used to identify Social Emotional Learning (SEL) as a critical need area as we had 302 school based referrals.
<b>State the measurable outcome the school plans to achieve</b>	A decrease in negative behaviors and an increase in positive behaviors based on the discipline report as evidenced by a 10% decrease in the number of referrals from 302 to 272 or fewer.
<b>Person responsible for monitoring outcome</b>	Gary Harms (gharms@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Our school will implement a school wide Positive Behavioral Interventions and Supports (PBIS) plan.
<b>Rationale for Evidence-based Strategy</b>	If our school implements a school wide behavior management plan, an increase in positive behaviors and a decrease in negative behaviors will occur.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continue Sanford Harmony program.</li> <li>2. Form PBIS Team and meet monthly at first and then as needed to revise and address challenges as they arrive. Share optimal solutions with teachers and staff.</li> <li>3. Train all staff on both programs and monitor school discipline reports and adjust strategies as necessary.</li> <li>4. Introduce students to PBIS incentives.</li> <li>5. Implement PBIS lite program.</li> </ol>
<b>Person Responsible</b>	Gary Harms (gharms@volusia.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ELA Proficiency</b>				<b>\$1,550.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3451 - Horizon Elementary School	School Improvement Funds		\$1,550.00
			<i>Notes: BrainPop for school wide use.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math proficiency</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Social Emotional Learning</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			3451 - Horizon Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Incentives for PBIS.</i>			
<b>Total:</b>						<b>\$2,550.00</b>