Horizon Elementary School

2019-20 Schoolwide Improvement Plan

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Horizon Elementary School

2101 N PINE ISLAND RD, Sunrise, FL 33322

[no web address on file]

Demographics

Principal: Thaddeus Smith

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (53%) 2016-17: C (49%) 2015-16: C (51%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward 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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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	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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.

Every Child, Everyday, Whatever it takes!

Provide the school's vision statement.

Encourage, Educate, Excel.

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
Guy, Craig	Instructional Coach	To provide support to teachers in the subject areas of Math and Science in grades K-5.
Smith, Thaddeus	Principal	Student Achievement, Curriculum Program, School Budget, Safety and Security, Property and Inventory, Teacher feedback and professional growth. Communication to all stakeholders in the educational community.
Rippo, Kristi	Assistant Principal	Student Achievement, Curriculum Program, School Budget, Safety and Security, Property and Inventory, Incentive Programs, Discipline, Teacher feedback and professional growth. Communication to all stakeholders in the educational community.

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	79	84	95	82	107	97	0	0	0	0	0	0	0	544
Attendance below 90 percent	12	14	15	13	14	9	0	0	0	0	0	0	0	77
One or more suspensions	1	0	1	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	20	15	36	0	0	0	0	0	0	0	71

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	1	1	10	14	36	0	0	0	0	0	0	0	63

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	3	4	3	8	14	34	0	0	0	0	0	0	0	66
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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

47

Date this data was collected or last updated

Wednesday 9/11/2019

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	18	11	14	15	13	14	0	0	0	0	0	0	0	85
One or more suspensions	0	2	4	3	3	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	13	32	31	0	0	0	0	0	0	0	76

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	1	1	3	0	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	61%	59%	57%	51%	55%	55%
ELA Learning Gains	63%	60%	58%	45%	58%	57%
ELA Lowest 25th Percentile	51%	54%	53%	40%	53%	52%
Math Achievement	62%	65%	63%	56%	61%	61%
Math Learning Gains	58%	66%	62%	57%	63%	61%
Math Lowest 25th Percentile	30%	53%	51%	44%	52%	51%
Science Achievement	35%	46%	53%	48%	45%	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	79 (0)	84 (0)	95 (0)	82 (0)	107 (0)	97 (0)	544 (0)
Attendance below 90 percent	12 ()	14 ()	15 ()	13 ()	14 ()	9 ()	77 (0)
One or more suspensions	1 ()	0 (0)	1 (0)	1 (0)	1 (0)	2 (0)	6 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	20 (0)	15 (0)	36 (0)	71 (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	57%	60%	-3%	58%	-1%
	2018	68%	59%	9%	57%	11%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	70%	62%	8%	58%	12%
	2018	62%	58%	4%	56%	6%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2019	51%	59%	-8%	56%	-5%
	2018	44%	56%	-12%	55%	-11%
Same Grade Comparison		7%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	65%	-3%	62%	0%
	2018	68%	63%	5%	62%	6%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	72%	67%	5%	64%	8%
	2018	53%	63%	-10%	62%	-9%
Same Grade Comparison		19%				
Cohort Comparison		4%				
05	2019	48%	64%	-16%	60%	-12%
	2018	50%	62%	-12%	61%	-11%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	49%	-16%	53%	-20%
	2018	51%	51%	0%	55%	-4%
Same Grade Comparison		-18%				
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	29	37	35	31	28	31	23				
ELL	58	60	53	60	51	20	40				
ASN	90			90							
BLK	57	62	56	58	53	32	24				
HSP	60	52	43	66	58	23	50				
MUL	46			46							
WHT	79	88		71	69						
FRL	61	63	54	61	58	33	36				

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	36	32	27	43	46	26				
ELL	40	50	53	44	53	38	33				
ASN	82			100							
BLK	60	55	43	54	54	48	53				
HSP	53	55	47	58	57	38	33				
MUL	69	70		69	60						
WHT	63	58		74	74		62				
FRL	59	56	42	59	56	41	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	16	25	28	20	34	38	7				
ELL	19	19	29	45	48						
BLK	43	40	46	44	46	41	40				
HSP	52	53	38	64	66	50	60				
WHT	64	40		69	68		40				
FRL	46	41	38	51	50	39	44				

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	53
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	60
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
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	90
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	51
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	46
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	77
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	53
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.

The lowest performing area was Students with Disabilities. The contributing factors included students misdiagnosed, 5th grade students under performing, and lack of home support.

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

Lowest quartile in Math Learning gains decreased by 15 % points. The contributing factors included students misdiagnosed, 5th grade students under performing, under use of Math ILS, and lack of home support.

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.

Lowest quartile in Math Learning gains decreased by 15 % points. The contributing factors included students misdiagnosed, 5th grade students under performing, under use of Math ILS, and lack of home support.

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

Lowest quartile in ELA increased the most. The actions we added were LLI pull out groups, I-Ready camp, FSA and All Star Camp, and increased usage of ILS.

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

The area of concern would be students who scored a level 1 on statewide assessments.

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

1. Professional Development in grades K-5 for teachers that service SWD
2. Small group instruction in Math/ELA for SWD
3. Progress monitoring in Math/ELA/Science
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Integration of ELA in Science
Rationale	There was a decline in our Science scores of 17%
State the measurable outcome the school plans to achieve	Increase our Science scores to 50% or higher
Person responsible for monitoring outcome	Thaddeus Smith (thaddeus.smith@browardschools.com)
Evidence-based Strategy	Stemscope assessments/i-ready ELA standards testing
Rationale for Evidence-based Strategy	Stemscopes is aligned with Florida Standards and gives teachers tools to support students' specific needs. Science A-Z will address ELA and science needs.

Action Step

Description	1. Staff Professional Development 2. Vertical Teaming/Planning 3. Target areas of concern 4. Progress monitoring 5. Reteach/Celebrate
Person Responsible	Thaddeus Smith (thaddeus.smith@browardschools.com)

#2

Title	Students with Disabilities
Rationale	Our students with disabilities population did not meet FSA expectations.
State the measurable outcome the school plans to achieve	The goal is that by May 2020 SWD will grow 20% higher than last years FSA scores.
Person responsible for monitoring outcome	Thaddeus Smith (thaddeus.smith@browardschools.com)
Evidence-based Strategy	The strategies being used are LLI, STAM, Fundations, Wilson, iReady Teacher Toolbox and Go Math Reteach.
Rationale for Evidence-based Strategy	These research-based resources align with the Florida State Standards and have been proven to help build student stamina and bring them to grade level.

Action Step

Description	1. Staff Professional Development 2. Vertical Teaming/Planning 3. Target areas of concern 4. Progress monitoring 5. Reteach/Celebrate
Person Responsible	[no one identified]

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 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 Schoolwide Improvement Plan 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.

As a school we plan to build positive relationships through enhanced family engagement nights (Report Card, Literacy, Technology, ELL). PTA Events- movie nights, Fall Festival, and book fairs. In addition parents are invited to attend and participate in all RTI meetings. Other events include Kindergarten Round Up, Open House, Grandparent's breakfast, Career Day.

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.

Schoolwide we use the Harmony program as our SEL curriculum. Teachers use it in the morning meeting format. Our Horizon buddies program is a peer mentoring program between our special program Autistic students and general education students. The school counselor provides classroom guidance lessons. One on one counseling is provided on an as needed basis.

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

For incoming Kindergarten students we have our Kindergarten Round-up as an orientation for parent and students, as well as tours.
Our fifth grade students are visited by our feeder middle schools.

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 leadership identifies and aligns available resources using the Support and Leadership teams. The support team meets weekly to discuss the use of personnel and curriculum. The Support Team makes collaborative decisions based on data. The areas of responsibilities for the support team are as follows: Literacy coach- All ELA curriculum and data, Math/Science coach- all Math curriculum and data, School Counselor- ELL, RTI, and SEL, ESE Specialist- All ESE meetings, data, and support, Autism Coach- teacher support, behavior support, IEP support. All funding the school receives goes to the purchase of materials and resources to meet the needs of the students.

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

Career Day is an event that happens yearly where students listen to presentations about careers. To promote college awareness all of our teachers post each teacher's alma mater on their classroom/office door.

Part V: Budget

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

1	III.A.	Areas of Focus: Integration of ELA in Science				$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	2531 - Horizon Elementary School	Title, I Part A		$4,400.00
			Notes: Funding for substitute teachers for Professional Development			
2	III.A.	Areas of Focus: Students with Disabilities				$3,564.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	239-Other	2531 - Horizon Elementary School	General Fund		$3,564.00
			Notes: Materials to improve SWD scores on the FSA 2020			
					Total:	$7,964.00