

Polk County Public Schools

Horizons Elementary School



2019-20 Schoolwide Improvement Plan

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Horizons Elementary School

1700 FOREST LAKE DR, Davenport, FL 33837

schools.polk-fl.net/horizonshawks

Demographics

Principal: Amy Heiser Meyers

Start Date for this Principal: 8/3/2019

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* Asian Students Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: D (38%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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.

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">91%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">84%</p>

School Grades History

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

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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 Horizons Elementary is to provide learning experiences that result in high achievement for our students.

Provide the school's vision statement.

Horizons Elementary recognizes that in an ever-changing society we must continue to learn how to best educate our students. We will provide students with a curriculum that is rigorous and relevant so that the learning environment is optimized. Horizons Elementary students will be given every opportunity to soar above the horizon to success.

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
Heiser Meyers, Amy	Principal	
Jackson, Hope	School Counselor	
Jadallah, Mahboobah	Instructional Coach	
Klupp, Stephen	Instructional Coach	
banks, katie	Teacher, ESE	
Breckinridge, Lynda	Teacher, K-12	
fowler, yolanda	Teacher, K-12	
gordon, jennifer	Teacher, K-12	
lux, jessica	Psychologist	
McCroan, Karen	Instructional Media	
Fernandez, Debra	Dean	
Kindle, Henreta	Instructional Coach	
Holloman, Jacqueline	Instructional Coach	
Shea, Shana	Teacher, K-12	
Edwards, James	Assistant Principal	
Braid, Tandy	Instructional Media	
Nelson, Stacy	Assistant Principal	

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	186	197	184	217	209	202	0	0	0	0	0	0	0	1195
Attendance below 90 percent	9	37	24	21	18	28	0	0	0	0	0	0	0	137
One or more suspensions	0	5	2	6	2	8	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	42	24	43	91	43	0	0	0	0	0	0	0	243
Level 1 on statewide assessment	0	0	0	21	53	57	0	0	0	0	0	0	0	131

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	0	14	5	13	10	11	0	0	0	0	0	0	0	53

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	1	0	21	2	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	3	1	0	0	0	0	0	0	0	4

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

65

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - 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	56	48	56	84	54	47	0	0	0	0	0	0	0	345
One or more suspensions	3	13	7	26	21	14	0	0	0	0	0	0	0	84
Course failure in ELA or Math	0	0	6	13	0	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	16	22	34	0	0	0	0	0	0	0	72

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	6	1	9	7	4	0	0	0	0	0	0	0	28

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	56	48	56	84	54	47	0	0	0	0	0	0	0	345
One or more suspensions	3	13	7	26	21	14	0	0	0	0	0	0	0	84
Course failure in ELA or Math	0	0	6	13	0	0	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	16	22	34	0	0	0	0	0	0	0	72

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	6	1	9	7	4	0	0	0	0	0	0	0	28

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	46%	51%	57%	50%	51%	55%
ELA Learning Gains	46%	51%	58%	55%	53%	57%
ELA Lowest 25th Percentile	45%	49%	53%	60%	50%	52%
Math Achievement	48%	57%	63%	50%	58%	61%
Math Learning Gains	47%	56%	62%	61%	57%	61%
Math Lowest 25th Percentile	44%	47%	51%	62%	49%	51%
Science Achievement	39%	47%	53%	47%	46%	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	186 (0)	197 (0)	184 (0)	217 (0)	209 (0)	202 (0)	1195 (0)
Attendance below 90 percent	9 (56)	37 (48)	24 (56)	21 (84)	18 (54)	28 (47)	137 (345)
One or more suspensions	0 (3)	5 (13)	2 (7)	6 (26)	2 (21)	8 (14)	23 (84)
Course failure in ELA or Math	0 (0)	42 (0)	24 (6)	43 (13)	91 (0)	43 (0)	243 (19)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	21 (16)	53 (22)	57 (34)	131 (72)

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	47%	52%	-5%	58%	-11%
	2018	55%	51%	4%	57%	-2%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	42%	48%	-6%	58%	-16%
	2018	53%	48%	5%	56%	-3%
Same Grade Comparison		-11%				
Cohort Comparison		-13%				
05	2019	41%	47%	-6%	56%	-15%
	2018	45%	50%	-5%	55%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	56%	-12%	62%	-18%
	2018	58%	56%	2%	62%	-4%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	56%	56%	0%	64%	-8%
	2018	56%	57%	-1%	62%	-6%
Same Grade Comparison		0%				
Cohort Comparison		-2%				
05	2019	38%	51%	-13%	60%	-22%
	2018	47%	56%	-9%	61%	-14%
Same Grade Comparison		-9%				
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	45%	-9%	53%	-17%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		-5%				
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 2017-18
SWD	21	25	20	26	44	55	21				

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
ELL	33	41	45	38	37	44	26				
ASN	50			42							
BLK	43	40	35	40	42	46	23				
HSP	46	46	47	47	45	44	39				
MUL	32	42		37	25						
WHT	53	53	60	62	59	40	57				
FRL	43	42	45	45	46	43	37				
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	42	52	48	41	50	48	35				
ELL	47	58	61	55	53	36	40				
BLK	53	59	57	43	58	62	31				
HSP	54	60	56	60	58	41	47				
MUL	36			43							
WHT	60	64	63	65	72	58	50				
FRL	52	59	60	55	59	48	43				
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	27	44	50	32	53	43	16				
ELL	38	52	58	46	70	73	24				
BLK	43	61	65	41	56	63	41				
HSP	51	56	56	54	67	65	41				
MUL	33			25							
WHT	55	47	80	50	51	45	66				
FRL	48	54	60	50	62	61	41				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	46
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	41
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	46
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	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	55
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	43
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.

Science achievement at 39% was the lowest performance area of all subjects. Low ELA achievement scores and a new adopted curriculum greatly contributed to an overall drop in Science achievement.

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

Math achievement with a drop of 10% was the greatest decline. Limited interventions, no school wide math fact fluency initiative, and the majority of 5th grade math instruction taking place in the afternoon.

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.

Math achievement had the greatest gap compared to the state. Limited interventions, no school wide math fact fluency initiative, and the majority of 5th grade math instruction taking place in the afternoon.

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

We had a decrease of 16% of student referrals from 2018 to 2019. WE had a better roll out of new teacher induction, new teacher support, Champs modeling, and Champs professional development.

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

Upon reflecting on the EWS data, two areas of concern are student attendance and an increase of students scoring at an achievement level 1 on state testing.

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

1. Math
2. ELA
3. Science
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math
Rationale	Both the school's proficiency and learning gains for math was 15 percent lower than the state average.
State the measurable outcome the school plans to achieve	We are striving to increase our math proficiency and math learning gains to 55 percent.
Person responsible for monitoring outcome	James Edwards (james.edwards@polk-fl.net)
Evidence-based Strategy	Small group instruction by the classroom teacher, push-in interventions by instructional support staff for 4th and 5th grade, targeted students are being pulled out of specials once a week for math interventions.
Rationale for Evidence-based Strategy	Small group instruction is able to provide students with differentiated instruction, to decrease the gap between them and their peers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Engaging small group instruction provided by the classroom teacher during math class using hands on manipulatives. 2. Small group instruction provided by Math interventionist during math class 3. Small group support provided for SWD in self contained classrooms. 4. Extended contract targeted interventions. 5. Purchasing new technology to help support the districts Freckles computer based math tutorial program.
Person Responsible	[no one identified]

#2	
Title	ELA
Rationale	The school's proficiency on the ELA FSA was 11 percent lower than the state average and Horizons' learning gains for ELA was 12 percent lower than the state average.
State the measurable outcome the school plans to achieve	We are striving to increase our ELA proficiency and ELA learning gains to 55 percent.
Person responsible for monitoring outcome	Amy Heiser Meyers (amy.heiser-meyers@polk-fl.net)
Evidence-based Strategy	Small group instruction by the classroom teacher, push-in interventions by instructional support staff using LLI, LIPS, and Literature Circles, ELL students will be pulled out for targeted interventions using Literature Circles.
Rationale for Evidence-based Strategy	Small group instruction is able to provide students with differentiated instruction, to decrease the gap between them and their peers. Literature circles provide students with an engaging opportunity to reflect on comprehension and practice critical thinking skills throughout the reading of the passage.
Action Step	
Description	<ol style="list-style-type: none"> 1. Targeted LLI interventions led by ELA interventionists and classroom teachers. 2. Literature circles provided by ELA coaches, paras, and teachers. 3. Pulled out literature circle small groups provided by ESOL teacher and Para. 4. Extended contract targeted interventions. 5. Pulled out LIPS interventions. 6. Increasing home literacy by providing families books to read with their children at home. 7. Curriculum planning, creating literature circles using stem questions, while developing school wide communications on upcoming instruction. 8. Data chats using weekly assessment data.
Person Responsible	James Edwards (james.edwards@polk-fl.net)

#3	
Title	Science
Rationale	Our school is 14 percent lower than the state average.
State the measurable outcome the school plans to achieve	We are striving to increase our Science proficiency to 50 percent.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Utilizing engaging exploration activities to offer students first hand discovery of science concepts. Using interactive science notebooks and increasing vocabulary previewing. Weekly small group interventions led by the classroom teacher.
Rationale for Evidence-based Strategy	Comprehending complex science text requires an increased understanding of tier 2 and 3 science vocabulary. Engaging science exploration allows students to more fully reflect on science content. Students are provided an opportunity to explain their understanding while teacher help guide students through common misconceptions.
Action Step	
Description	<ol style="list-style-type: none"> 1. Vocabulary Instruction and spiral review 2. Using the five day instructional model for STEMscopes. 3. Purchasing consumable materials for science labs 4. Use of formative assessments to redirect misconceptions. 5. Standards based spiral review.
Person Responsible	Stacy Nelson (stacy.nelson@polk-fl.net)

#4	
Title	Attendance
Rationale	If students are not in school, they cannot learn.
State the measurable outcome the school plans to achieve	We plan to decrease absenteeism by 10 percent, as well as decrease the amount of early check-outs and late arrivals by 25 percent.
Person responsible for monitoring outcome	Henreta Kindle (henreta.kindle@polk-fl.net)
Evidence-based Strategy	We are working with our school-based social worker to derive an incentive-based program to encourage families to have their students in school. We also have an administrator or instructional support staff responsible in monitoring the attendance.
Rationale for Evidence-based Strategy	When students have a positive environment to come and stay at, they will want to be here more consistently.
Action Step	
Description	<ol style="list-style-type: none"> 1. Behavior Interventionist will work with teachers to make classroom environments friendly and inviting. 2. We have a morning greeting, where students will be able to pick how they will be greeting their teacher each morning. 3. We will have monitoring of student attendance, check outs, and late arrivals. 4. Parent communication and counseling. 5. Students who have perfect attendance for the month, they will have the opportunity to win a gift certificate or other award.
Person Responsible	Stephen Klupp (stephen.klupp@polk-fl.net)

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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students with IEPs. Our school also utilizes the following resources:

-Champs: We utilize Champs school-wide

-PBIS: We were awarded the PBIS model school silver status last year. We are continuing to improve to be a gold model school this next year.

-Mentoring Programs: Our behavior interventionists and school counselor meet with students on a weekly basis to help mentor them through the program Harmony.

-DrumBeats- Our school counselor meets with students on a weekly basis to empower students to make good choices, and to be kind to one another.

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

The school employs support for incoming and outgoing cohorts of students in transition by implementing the following strategies:

1. The school has a pre-K program, which many of the students are zoned for our KG class. The pre-K teachers are invited to participate in all staff meetings and PD day trainings. Towards the end of the year, the pre-K students are exposed to the Kindergarten routine on campus. Parents are also invited to all parent workshops.

2. The surrounding middle schools schedule frequent visits on campus to meet with the 5th grade students. This also includes extra curricular activities such as band and chorus.

3. We offer in the winter the opportunity for parents to meet with our staff to receive information on how to apply to a local magnet and/or school of choice in our area.

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.

-Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

-Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

-Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

-Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and

curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

-Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.

-Title IX-Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

The school sponsors opportunities for professionals to meet with students in regards to their professions. The members of the Boys of Integrity and Girls of Integrity are exposed to an array of professions.

Part V: Budget

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

1	III.A.	Areas of Focus: Math				\$141,504.76
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	140-Substitute Teachers	1362 - Horizons Elementary School	Title, I Part A		\$16,537.60	
<i>Notes: Substitute interventionist</i>						
5100	510-Supplies	1362 - Horizons Elementary School	Title, I Part A		\$500.00	
<i>Notes: Math Manipulatives</i>						
5100	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$59,467.16	
<i>Notes: Math Interventionist</i>						
5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1362 - Horizons Elementary School			\$65,000.00	
2	III.A.	Areas of Focus: ELA				\$362,819.23
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$130,896.29	
<i>Notes: 2 Reading Interventionist</i>						
5100	510-Supplies	1362 - Horizons Elementary School	Title, I Part A		\$500.00	
<i>Notes: Reading Manipulatives</i>						
6150	510-Supplies	1362 - Horizons Elementary School	Title, I Part A		\$472.58	

			<i>Notes: Parent Involvement literacy student books</i>			
	5100	510-Supplies	1362 - Horizons Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: Weekly Assessments</i>			
	5100	510-Supplies	1362 - Horizons Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Labels and spiral notebooks for literacy Circle Novels w/stem questions</i>			
	5100	510-Supplies	1362 - Horizons Elementary School	Title, I Part A		\$2,171.96
			<i>Notes: Ink for instructional</i>			
	5100	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$46,105.96
			<i>Notes: 2 Paras</i>			
	6400	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$134,937.12
			<i>Notes: ELA Instructional Coaches</i>			
	6300	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$22,735.32
			<i>Notes: Summer Curriculum Planning</i>			
	5900	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$16,000.00
			<i>Notes: Extended Learning</i>			
3	III.A.	Areas of Focus: Science				\$0.00
4	III.A.	Areas of Focus: Attendance				\$93,806.42
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$65,673.96
			<i>Notes: Behavior Interventionist</i>			
	6150	100-Salaries	1362 - Horizons Elementary School	Title, I Part A		\$28,132.46
			<i>Notes: Parent Involvement Para</i>			
					Total:	\$598,130.41