

Volusia County Schools

Horizon Elementary School



2020-21 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

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: B (59%) 2017-18: C (51%) 2016-17: A (67%) 2015-16: B (59%)
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 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.

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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4751 HIDDEN LAKE DR, Port Orange, FL 32129

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	A

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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, position title, and job duties/responsibilities 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.
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 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

Name	Title	Job Duties and Responsibilities
		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 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.
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

Name	Title	Job Duties and Responsibilities
		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.
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.
Sandrowicz, Bianca	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.
Bagby, Meg	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.
Hales, Jenna	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.

Demographic Information

Principal start date

Sunday 7/1/2012, Melani Johnson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

64

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: B (59%) 2017-18: C (51%) 2016-17: A (67%) 2015-16: B (59%)
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 .	

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	76	110	121	110	104	101	0	0	0	0	0	0	0	622
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	4	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10

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	0	0	0	2	6	0	0	0	0	0	0	0	8

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	2	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/14/2020

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	
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	

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	
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	

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%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%
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				
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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?

Attendance

Level 1 ELA scores in 3rd grade

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

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

3. Social Emotional Learning
4. ESSA subgroup SWD-almost all graded components

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Standards-aligned instruction includes ELA, Math and Science. This area was chosen based on iReady diagnostic 2 comparison from 2018-2019 to 2019-2020, FSA data from 2018-2019, District SMT 2 Science data 2019-2020.
Measurable Outcome:	Increase proficiency from 65% to 70% for all students in ELA achievement. Increase proficiency from 69% to 74% for all students in Math achievement. Increase proficiency from 65% to 67% for all students in Science achievement.
Person responsible for monitoring outcome:	Gary Harms (gharms@volusia.k12.fl.us)
Evidence-based Strategy:	Implement and monitor evidence-based, district provided curriculum for ELA, Math, and Science with fidelity.
Rationale for Evidence-based Strategy:	If evidence-based curriculum focused on ELA, Math, and Science standards are implemented with fidelity, there will be an increase in teacher clarity and student proficiency in ELA, Math and Science standards based on data from i-Ready, district, and state assessments,

Action Steps to Implement

Professional learning for ELA, Math, and Science standards-based instruction.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Professional Learning Communities (PLC) on standards, data review, and planning for intervention and enrichment.

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

Learning Walks to monitor fidelity of implementation of standards-based instruction.

Person Responsible Teresa Speidel (tlspeide@volusia.k12.fl.us)

Academic Coach will support implementation through PLCs and one on one coaching.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Although the last quarter of the 2019-2020 school year was conducted remotely, the discipline data indicated an increasing trend in the number of referrals as compared to the previous year. The deleterious effects of distance learning and COVID 19 indicate Social Emotional Learning as a critical need area.

Measurable Outcome: 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.

Person responsible for monitoring outcome: Gary Harms (gharms@volusia.k12.fl.us)

Evidence-based Strategy: Our school will continue implementation of a school-wide Positive Behavioral Interventions and Supports (PBIS) plan.

Rationale for Evidence-based Strategy: If our school continues the implementation of a school-wide behavior management plan, an increase in positive behaviors, and a decrease in negative behaviors will occur. PBIS is an evidence-based, tiered framework for supporting staff behavior, student behavior, decision making, and social competence and academic achievement.

Action Steps to Implement

Continue the Sanford Harmony program with support from the school counselor.

Person Responsible Doug Miller (rdmiller@volusia.k12.fl.us)

PBIS team will continue to meet as needed to revise and address challenges as they arise and share optimal solutions with teachers and staff.

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

Train new staff on both programs and monitor school discipline reports and adjust strategies as necessary.

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

Communicate expectations and incentives with students.

Person Responsible Teresa Speidel (tlspeide@volusia.k12.fl.us)

PBIS Team members will provide one on one support and training for their respective grade level teams.

Person Responsible [no one identified]

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	FSA and iReady data were used along with the ESSA report card to identify these subgroups as a critical area. The ESSA subgroup Black/African Americans scored 38 and Students With Disabilities (WD) scored 42 on the ESSA achievement report card. The greatest achievement gaps exist with these two subgroups.
Measurable Outcome:	Increase proficiency and learning gains from 38% to 43% for Black/African American students on FSA. Increase proficiency and learning gains from 42% to 47% for Students With Disabilities (SWD) on FSA.
Person responsible for monitoring outcome:	Gary Harms (gharms@volusia.k12.fl.us)
Evidence-based Strategy:	Implement with fidelity an evidence-based based ELA, Math, and Science curriculum focused on standards with targeted intervention supports.
Rationale for Evidence-based Strategy:	If evidence-based ELA, Math and Science curriculum focused on standards is implemented with targeted intervention supports based on the district decision tree, there will be an increase in student proficiency in ELA, Math, and Science based on school, district and state assessment data.

Action Steps to Implement

Professional Learning Communities (PLC) will meet to analyze assessment data, identify students, determine interventions, and monitor progress(tracking sheets and data wall).

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Develop a tutoring outreach program, including a virtual option, for identified students.

Person Responsible Teresa Speidel (tlspeide@volusia.k12.fl.us)

Develop an in-school mentoring program for identified students.

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

Provide professional learning for specific targeted interventions.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

One on one coaching support for implementation of targeted interventions.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Although students with disabilities was not identified as an ESSA subgroup by the federal index, the school leadership team has decided to provide targeted interventions based on the district decision tree and track outcomes of SWDs along with Black/African American students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Horizon Elementary promotes a positive culture and environment by ensuring that stakeholder groups have a voice. Our School Leadership Team, comprised of grade chairs, school counselors, and administration meets regularly to review data, policy, and school improvement initiatives. Social Emotional Learning has been identified as an area of focus for the last two years, and Horizon Elementary implemented a modified PBIS initiative last year. We have PBIS team, representing all grade levels and ESE, that meets to plan, review, and adjust implementation. The entire faculty and staff, including clerical, cafeteria, and custodial workers, are part of the implementation and contribute to its success. Parents and community members, too, have a voice through PTA and SAC, which meet regularly. Both of these groups contribute to school improvement goals by providing input and allocating funding for tutoring and materials. We also have a volunteer and business partner coordinator who facilitates involvement and recognition of community contributions. Horizon Elementary collaborates with the district and local universities to host teacher interns and provide them with a positive and productive experience. Some of the teaching staff formerly served as interns at Horizon. By ensuring stakeholder input and establishing clear lines of communication, Horizon Elementary has built positive and supportive school community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			3451 - Horizon Elementary School	School Improvement Funds		\$1,000.00
			Notes: PBIS incentives			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
Total:						\$1,000.00