

Orange County Public Schools

Horizon High School



2021-22 Schoolwide Improvement Plan

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Horizon High School

10393 SEIDEL ROAD, Winter Garden, FL 34787

[no web address on file]

Demographics

Principal: Andrew Jackson

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
2020-21 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: No Grade 2017-18: No Grade 2016-17: No Grade
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	

* 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 Orange 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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Horizon High School

10393 SEIDEL ROAD, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	19%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Beusse, Laura	Principal	Supervises the administrative team; leads curriculum and instruction across the entire campus; provides student supervision assignments; curriculum leader for Social Studies, Leadership/SGA; supervisor for deans, PASS, Title IX, threat assessments, testing, social media/website, and athletics; plans and coordinates pre-planning and professional development; manages school budget/supplements.
Hammons, Glenda	Assistant Principal	Curriculum leader for Language Arts, Reading, ESOL, Career and Technical Education, and Physical Education; coordinates Khan Academy/College Board/OSP/College Board Opportunity Scholarship; liaison for transportation and field trips; leader for student attendance and substitutes; completion and update of the school improvement plan; attend SAC meetings for the purpose of sharing information about school improvement plan; supervise Advanced Studies programs; coordinate the Renaissance program; Class of 2024 Cohort Liaison.
Kenaio, Wessal	Assistant Principal	Curriculum leader for Science, ESE, and Guidance team; creates the master schedule; responsible for Report Cards, Progress Reports, Grade Verification, Transcripts, Curriculum/Registration Guide, ESE/504 documentation; coordinates student recognition events-Honor Roll, Pursuit of Excellence Award; facilitates FTE/Accountability, Dual Enrollment, FAFSA, Super Scholars, Scholarships, Student Services Parent Nights; monitors Graduation Rate and the 2023 Cohort.
Russell, Anthony	Assistant Principal	Curriculum leader for Mathematics, Fine Arts, Performing Arts, World Language, and National Defence Cadet Corp; manages facilities, inventory, keys, and custodial; coordinates emergency drills; supervises discipline and tutoring for students, Minority Achievement Office representative; Class of 2025 Cohort Liaison
Cartwright, Wendy	Dean	<p>Supervise students before/after school, between classes and during lunches according to supervision schedule</p> <p>Provide after school/event supervision according to activity schedule</p> <p>Attend weekly administrative meetings</p> <p>Provide proactive discipline for referrals for assigned students</p> <p>Provide coaching for classroom teachers for level 1 infractions as necessary</p> <p>Attend and lead attendance Child Study Team (ACST) Meetings</p> <p>Communicate interventions from ACST to teachers and guidance counselor</p> <p>Monitor effectiveness of interventions from ACST</p> <p>Address digital Infractions resulting in damage to devices</p> <p>Collect Code of Conduct student acknowledgement</p> <p>Process Level 4 Infractions</p> <p>Responsible for Detention/Attendance</p> <p>Support teachers and attendance clerk</p> <p>Monitor daily attendance reports</p> <p>Contact parents of students habitually tardy to school</p> <p>Process referrals for discipline actions for students tardy to school (not class)</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Revoke parking decals from habitually tardy to school students</p> <p>Support attendance clerks, administrators, deans, and teachers to ensure attendance procedures are followed</p> <p>Sign 5-day and 10-day absence letters on a weekly basis</p> <p>Review un-submitted attendance report on a daily basis to ensure attendance is properly recorded</p> <p>Coordinate Additions/Partners in Education</p> <p>Activities Director</p> <p>Contact for Student Parking</p>
Cumbo, Jullian	Other	<p>CTE Coordinator</p> <p>Increase CTE Enrollment</p> <p>Industry Certifications</p> <p>Recruit students for enrollment in CTE programs</p> <p>Schedule busses for CTE programs at tech centers</p> <p>Coordinate with all tech center personnel for the success of all students.</p> <p>Liaison for businesses on career opportunities</p> <p>Coordinate training of teachers, counselors and administrators</p> <p>Collect and disseminate data relevant to Industry Certification</p> <p>Develop improvement plan/goals for expanding Industry Certification Program.</p> <p>Provides systems that support incoming and existing industry certification students</p> <p>Communicate Industry Certification mission and goals to teachers, guidance and parents</p> <p>Any other duties as assigned by administration</p> <p>Coordinate field trips to Tech Centers for current students</p> <p>Academy Coordinator</p>
Drabczyk, Scott	Other	<p>Assure appropriate professional and ethical sports program</p> <p>Assign and assess coaching staff that supports appropriate professional and ethical program</p> <p>Prepare athletic schedules and contracts</p> <p>Supervise officials for athletic contests</p> <p>Maintain equipment inventory</p> <p>Title IX Coordinator</p> <p>Support student athlete tutoring program</p> <p>Maintain athletic department budget</p> <p>Maintain athletic facilities</p> <p>Serve as FHSAA representative</p> <p>Partner in Education</p> <p>Field Trips</p> <p>Maintain Marquee</p> <p>Any other duties assigned by administration.</p>
Fiquette, Morgan	Dean	<p>Supervise students before/after school, between classes and during lunches according to supervision schedule</p>

Name	Position Title	Job Duties and Responsibilities
		Provide after school/event supervision according to activity schedule Attend weekly administrative meetings Provide proactive discipline for referrals for assigned students Provide coaching for classroom teachers for level 1 infractions as necessary Attend and lead attendance Child Study Team (ACST) Meetings Communicate interventions from ACST to teachers and guidance counselor Monitor effectiveness of interventions from ACST Address digital Infractions resulting in damage to devices Collect Code of Conduct student acknowledgement Process Level 4 Infractions Coordinate Social Media posts Collect items for 5 Star School and prepare for submission Other duties as assigned
Gallup, Jeffrey	Other	Facilitate digital checkout Provide and inventory print materials, AV materials and equipment for teachers. Coordinate student computer checkout with technology representatives/district Valencia Voucher facilitation and inventory management Issue student and staff ID cards Conduct media center inventory Webmaster Instructional Digital Support Any other duties as assigned by administration
Geminiani, Christiane	ELL Compliance Specialist	CELLA testing ELL Compliance ESOL Instructional Support LY and LF Monitoring
Hassan, Elizabeth	Staffing Specialist	IEP facilitation and LEA Testing Accommodations PEER Teacher training ESE Lead MTSS Team ESE Testing/FSAA ESE Facilities and Equipment ESE Student and Staff Schedules Facilitate enrollment and transition of new students with disabilities Assure appropriate placement of students with disabilities Assist in the development of post-secondary plans to include transition to OCPS facilities where appropriate Monitor academic progress of students with disabilities and conference with students as needed Participate in child study team meetings as appropriate Articulate with middle schools for students with disabilities

Name	Position Title	Job Duties and Responsibilities
		Assist with administration and proctoring of national, state, and district testing Complete/assure completion of ESE paperwork Schedule/Hold/Assure parent meetings are held as needed Any other duties as assigned by administration Process SSD applications
Randolph, Paulette	Other	MVP (McKinney-Vento Program) Homeless family coordinator. Liaison for student crisis issues. SAFE Referrals Baker Acts Threat Assessments and TATM Counseling/Group Sessions Attend weekly administrative staff meetings Supervise students before and after school and during lunch according to supervision schedule Coordinate with schoolwide discipline plan Develop PEER counseling class and program Develop and implement school crisis plan Develop school crisis phone tree Participate as a member of the MTSS team Any other duties as assigned by administrators Arrest records SSP A-4 & DCF contact Lakeside Contact
Rowland, Krista	Other	Responsible for all standardized testing with the exceptions of AP, AICE, FSAA, and CELLA. Alternate Bell Schedules for testing days Coordination with FNS regarding alternative schedules Testing room assignments State testing corrections
Rupp, Mell	Other	Coordinate Cambridge AICE Diploma Program Advanced Placement Tracking Supports Advanced Placement and AICE Program teachers Tracks student acceleration Any other duties as assigned by Administration
Siers, Sherrie	Instructional Coach	Attend meetings necessary for the efficient operation of the school and curriculum development Visit classrooms daily Build a working relationship with feeder middle schools to establish effective continuum plan Provide support and resources including intervention, accommodations, tutoring, push in and pull out services and other strategies

Name	Position Title	Job Duties and Responsibilities
		<p>to match instructional needs</p> <p>MTSS Team</p> <p>Model and coach effective literacy instruction techniques</p> <p>Communicate resources and needs to the principal</p> <p>Monitor lowest 25% of ELA students</p> <p>Assist in the orientation of new teachers to include classroom visitation and regular monthly meetings and individual support</p> <p>Establish and implement a plan with systematic checkpoints for progress monitoring in reading</p> <p>Khan Academy/OSP</p> <p>Intern Assignments</p> <p>Any other duties as assigned by principal</p> <p>CWT - Providing actionable feedback</p>
Slimick, Sara	Math Coach	<p>Attend meetings necessary for the efficient operation of the school and curriculum development</p> <p>Visit classrooms in the department daily</p> <p>Self-initiate and identify research, implementation and communication of best practices in math for the school and classroom needs.</p> <p>Build a working relationship with feeder middle schools to establish effective continuum plan</p> <p>Provide support and resources including intervention, accommodations, tutoring, push in and pull out services and other strategies to match instructional needs</p> <p>Model and coach effective math related instruction techniques</p> <p>Communicate resources and needs to the principal</p> <p>Monitor lowest 25% of math students</p> <p>Assist in the orientation of new teachers to include classroom visitation and regular monthly meetings and individual support</p> <p>Establish and implement a plan with systematic checkpoints for progress monitoring in math</p> <p>Track and submit in-service records and points for school faculty</p> <p>Any other duties as assigned by principal</p> <p>MTSS Team</p> <p>CWT - Providing actionable feedback</p>
Watts, Ashton	Dean	<p>Supervise students before/after school, between classes and during lunches according to supervision schedule</p> <p>Provide after school/event supervision according to activity schedule</p> <p>Attend weekly administrative meetings</p> <p>Provide proactive discipline for referrals for assigned students</p> <p>Provide coaching for classroom teachers for level 1 infractions as necessary</p> <p>Attend and lead attendance Child Study Team (ACST) Meetings</p> <p>Communicate interventions from ACST to teachers and guidance counselor</p> <p>Monitor effectiveness of interventions from ACST</p> <p>Address digital Infractions resulting in damage to devices</p> <p>Collect Code of Conduct student acknowledgement</p> <p>Process Level 4 Infractions</p>

Name	Position Title	Job Duties and Responsibilities
		Coordinate transportation (bus liaison) an Free/Reduced Lunch/Cafeteria needs Contact for OCPS Gives Other duties as assigned

Demographic Information

Principal start date

Wednesday 7/1/2020, Andrew Jackson

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.*

1

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.*

6

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,211

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

72

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	377	324	332	1	1034	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	67	112	89	1	269	
One or more suspensions	0	0	0	0	0	0	0	0	0	11	19	14	0	44	
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	18	35	1	68	
Course failure in Math	0	0	0	0	0	0	0	0	0	24	18	31	0	73	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	29	37	39	0	105	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	24	33	38	0	95	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	29	37	39	0	105	

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	0	0	0	0	0	30	56	60	1	147

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

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level														Total
Number of students enrolled															
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA															
Course failure in Math															
Level 1 on 2019 statewide FSA ELA assessment															
Level 1 on 2019 statewide FSA Math assessment															

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

Indicator	Grade Level														Total
Students with two or more indicators															

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	
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 Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					55%	56%		54%	56%
ELA Learning Gains					53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement					43%	51%		49%	51%
Math Learning Gains					49%	48%		44%	48%
Math Lowest 25th Percentile					46%	45%		39%	45%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Science Achievement					70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	71%

Grade Level Data Review - State Assessments

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
09	2021					
	2019					
Cohort Comparison						
10	2021					
	2019					
Cohort Comparison		0%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The OCPS Progress Monitoring Assessments were utilized for both 9th and 10th grade to generate the data below. No data is available for 11th and 12 grade since this will be the first year for this school with only grades 9-11.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	155/57	211/67	234/71
	Economically Disadvantaged	33/46	37/50	42/55
	Students With Disabilities	4/25	9/60	11/58
	English Language Learners	23/38	29/45	39/57
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	161/63	194/75	208/75
	Economically Disadvantaged	41/58	46/65	47/64
	Students With Disabilities	5/33	8/62	9/56
	English Language Learners	43/70	39/66	40/63
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	142/88	152/85	161/87
	Economically Disadvantaged	21/78	19/68	23/77
	Students With Disabilities	4/57	5/71	4/50
	English Language Learners	20/95	19/90	17/77
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	158/56	198/61	207/60
	Economically Disadvantaged	41/61	44/59	44/57
	Students With Disabilities	11/42	12/46	11/42
	English Language Learners	25/39	37/48	42/53
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/40	77/54	85/53
	Economically Disadvantaged	13/34	19/49	22/51
	Students With Disabilities	7/34	11/52	13/54
	English Language Learners	19/24	25/54	27/54
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	76/64	93/69	88/62
	Economically Disadvantaged	21/62	27/75	25/64
	Students With Disabilities	11/61	14/64	12/57
	English Language Learners	26/63	29/66	30/65
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/100	3/75	4/80
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	1/100	0/0	1/100
	English Language Learners	NA	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For progress monitoring data, 9th Grade ELA, Math, and Biology proficiency progressively improved over the course of the year by a larger percentage than 10th Grade ELA, Math, and Biology. Students with disabilities had lower percentages of proficiency across all assessments compared to other

subgroups for both grade levels. Ninth grade students with disabilities consistently underperformed compared to other subgroups in Math. Tenth grade students with disabilities consistently underperformed compared to other subgroups in Biology.

Data provided from a simulated school grade for 2019 state assessments cannot be utilized to elaborate on trends since insufficient data from other school years is available.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Data from progress monitoring assessments indicate a need for improvement in the proficiency of students with disabilities. Ninth grade students with disabilities underperformed: all other subgroups in ELA, Math, and Biology in the Fall; one subgroup in the winter; and two subgroups in the spring. Tenth grade students in this subgroup underperformed: one subgroup in ELA, Math, and Biology in the Fall; two subgroups in the winter; and all subgroups in the spring.

Data from the simulated school grade for 2019 indicate a need for improvement in the learning gains of the lowest 25% for Math. A proficiency of 41% for lowest 25% for Math leads to a ranking of 16th for Horizon HS in a district with 22 high schools. Considering the overall performance of the school projected a ranking of 5th, this leads to a concern and need for improvement in this area.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for progress monitoring performance could include student learning conditions and teacher delivery of instruction during the global pandemic. Action to be taken to address the need for improvement includes in person instruction for students that takes into account the unevenness of learning circumstances in the prior school year as well as the potential social and emotional impact of the pandemic on student learning. Contributing factors for 2019 state assessments are unknown as they were administered at other school sites.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement over the course of the year as indicated from progress monitoring was 9th grade ELA and Math proficiency. For subgroups, the most improved area was students with disabilities for 9th grade ELA; the most improved area for English Language Learners and economically disadvantaged was 10th grade Math. Insufficient data is available from 2018 in order to make a comparison to the simulated school grade for 2019 to determine improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors for improvement could have been students and teachers becoming more comfortable with their altered learning and teaching environments, respectively, throughout the pandemic. New actions taken are unknown as they occurred at other school sites.

What strategies will need to be implemented in order to accelerate learning?

Infusion of social and emotional learning will be key to accelerate learning. Students need to relearn how to engage with fellow students to facilitate processing/learning new content. Purposeful common and collaborative planning time is needed for teachers to develop lessons that include effective, high yield instructional strategies. Frequent data analysis needs to occur after assessments to monitor student progress and make adjustments as needed.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided professional development on social emotional learning and the effects of social emotional learning on student learning and achievement. Teachers will also be provided professional development on engaging students cognitively to facilitate the processing of new content. Teachers will also receive professional development on providing accommodations as indicated in students' individualized education plans to assist students with disabilities in maximizing their learning potential.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Classroom walks and observations will be conducted to ensure instructional strategies and lessons reach the level of rigor of learning required by state standards. Coaching cycles will be utilized, as needed, to assist teachers identified as needing support. Peer observations will be utilized to demonstrate best practices. Common and collaborative planning time will be used to develop lessons with effective instructional strategies. Data chats will be conducted with teachers to review/analyze summative data for monitoring standards mastery and inform instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Horizon High School will increase student performance in Mathematics with the Learning Gains of the Lowest 25 percent by focusing on standards-based instruction, progress monitoring student mastery of standards, and integrating SEL practices with students. This focus was determined from a simulated school grade from 2018-19 that included students residing within the approved attendance zone for Horizon High School.

Measurable Outcome: Horizon High School will increase the performance of students in the Lowest 25% of Mathematics from 41% to 48%. This focus was determined from a simulated school grade based on 2018-19 students residing within the approved attendance zone for Horizon High School.

Monitoring: The Assistant Principal supervising Mathematics and the Math Coach will monitor the progress of Algebra 1 and Geometry classes throughout the school year. They will determine the effectiveness of instructional strategies and achievement of students based upon formative and summative assessments for each unit of study as well as progress monitoring assessments three times per year. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data, as available.

Person responsible for monitoring outcome: Anthony Russell (anthony.russell@ocps.net)

Evidence-based Strategy: The evidence based strategy being implemented for this area of focus is helping student process new content based upon The Art and Science of Teaching Framework by Robert Marzano.

Rationale for Evidence-based Strategy: This strategy supports the OCPS 2025 strategic plan objective of high expectations for student learning. Helping students to process new content will allow students to cognitively engage in learning by interacting in with other students to process and understand new knowledge.

Action Steps to Implement

1. Teachers will be provided professional development on helping students to process new content to guide their planning.

Person Responsible Sherrie Siers (siers-sherrie.siers@ocps.net)

2. The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies ensure lessons are on the trajectory to/reach the level of rigor of learning required by the standard.

Person Responsible Anthony Russell (anthony.russell@ocps.net)

3. The Math Coach will utilize coaching cycles, as needed, to assist teachers that need support with instructional strategies and provide targeted professional development. Teachers will have multiple opportunities to conduct peer observations.

Person Responsible Sara Slimick (slimick-sara.slimick@ocps.net)

4. Teachers will utilize their common/collaborative planning time to develop lessons that include effective instructional strategies and assessments for all students.

Person Responsible Anthony Russell (anthony.russell@ocps.net)

5. PLC groups will review summative data at the end of each unit as well as data from the Progress Monitoring Assessments to monitor student mastery of standards and inform instructional practices moving forward.

Person Responsible Sara Slimick (slimick-sara.slimick@ocps.net)

6. The Assistant Principal supervising Mathematics and the Math Coach will conduct data chats throughout the school year with teachers. Teachers, coaches, and/or administrators will conduct data chats throughout the school year with students.

Person Responsible Anthony Russell (anthony.russell@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Horizon High School will increase performance of our Students with Disabilities population on the Federal Percent of Points Index by focusing on student mastery of standards in English Language Arts, Mathematics, Science, and Social Studies. This focus was determined from school grade data based on 2018-19 school students residing within the approved attendance zone for Horizon High School.

Measurable Outcome: Horizon High School will increase the performance of Students with Disabilities from 27% to 42%. This focus was determined from school grade data based on 2018-19 school students residing within the approved attendance zone for Horizon High School.

Monitoring: The administrators supervising ELA, Mathematics, Science, and Social Studies as well as the instructional coaches will monitor the progress of state tested content areas throughout the school year. They will determine the effectiveness of instructional strategies and achievement of students based upon formative and summative assessments for each unit of study as well as progress monitoring assessments three times a year. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data as available.

Person responsible for monitoring outcome: Laura Beusse (laura.beusse@ocps.net)

Evidence-based Strategy: The evidence based strategy being implemented for this area of focus is helping students to process new content based upon The Art and Science of Teaching Framework by Robert Marzano.

Rationale for Evidence-based Strategy: This strategy supports the OCPS 2025 strategic plan objective for high expectations for student learning. Helping students to process new content will allow students with disabilities to actively participate in academic conversations with other students and assist students with disabilities in processing and understanding new knowledge.

Action Steps to Implement

1. Teachers will be provided professional development on helping students to process new content to guide their planning and instruction. Teachers will also learn about providing accommodations as indicated in individualized education plans to assist students in maximizing their learning potential.

Person Responsible: Sherrie Siers (siers-sherrie.siers@ocps.net)

2. The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies ensure lessons are on the trajectory to/reach the level of rigor of learning required by the standard.

Person Responsible: Laura Beusse (laura.beusse@ocps.net)

3. The leadership team will utilize coaching cycles, as needed, to assist teachers that need support with instructional strategies and provide targeted professional development. Teachers will have multiple opportunities to conduct peer observations.

Person Responsible: Sherrie Siers (siers-sherrie.siers@ocps.net)

4. Teachers will utilize their common/collaborative planning time to develop lessons that include effective instructional strategies and assessments for students with disabilities.

Person Responsible Sherrie Siers (siers-sherrie.siers@ocps.net)

5. PLC groups will review summative data at the end of each unit as well as data from the Progress Monitoring Assessments to monitor mastery of standards for students with disabilities and inform instructional practices moving forward.

Person Responsible Sherrie Siers (siers-sherrie.siers@ocps.net)

6. The leadership team will conduct data chats throughout the school year with teachers about students with disabilities. Teachers, coaches, and/or administrators will conduct data chats throughout the school year for students with disabilities so they can better understand what they have achieved and what to focus on moving forward.

Person Responsible Laura Beusse (laura.beusse@ocps.net)

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

Area of Focus Description and Rationale:	Horizon High School will establish and cultivate a school-wide approach to Social Emotional Learning (SEL) with support of all stakeholders. The Social Emotional Learning Leadership (SELL) program will facilitate students' positive attitudes towards school and their own well-being. This focus was determined based upon the how education changed during the pandemic and the support students will need as they transition back to attending school in person.
Measurable Outcome:	Teachers will develop an increased understanding of SEL, how SEL effects students and impacts their learning leading to improved engagement in the learning process and overall academic achievement. This focus was determined based upon the how education changed during the pandemic and the support students will need as they transition back to attending school in person.
Monitoring:	The leadership team will monitor the progress of SEL throughout the school year through professional development deliverables, classroom observations, and analysis of SEL survey data from staff, parents, and students.
Person responsible for monitoring outcome:	Laura Beusse (laura.beusse@ocps.net)
Evidence-based Strategy:	The evidence based strategy being implemented for this area of focus is helping students to process new content based upon The Art and Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy:	This strategy supports the OCPS 2025 strategic plan objective for student social and emotional well-being. Helping students to process new content will allow students to interact with other students in order to process and understand new knowledge. This will allow the development of character and social-emotional skills, increasing students' positive perceptions of classroom and school-wide culture.

Action Steps to Implement

1. Select members of the Social Emotional Learning Leadership (SELL) team for the 2021-22 school year.

Person Responsible Laura Beusse (laura.beusse@ocps.net)

2. SELL team members will provide professional development to faculty on SEL and the effects of SEL on learning and achievement throughout the school year.

Person Responsible Sherrie Siers (siers-sherrie.siers@ocps.net)

3. Offer SEL sessions to families, both in-person and virtually, so parents and students can discuss topics related to social emotional learning and how it impacts student learning.

Person Responsible Sherrie Siers (siers-sherrie.siers@ocps.net)

4. Communicate and reinforce the premise that faculty and staff promote students' positive attitudes towards school and their own well-being and its positive impact on academic achievement.

Person Responsible Laura Beusse (laura.beusse@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No data is available as this is a new school for the 2021-22 school year.

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.

In order to establish a positive school culture and climate, the school will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students.

Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from the school, which includes a mental health designee, attend the district-wide professional learning throughout the year.

The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. The school leadership team will collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps.

Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

In addition to the district initiatives listed above, Horizon in the process of developing a positive culture and environment as a newly formed school. A four pronged approach has been taken to the success of this process, including stakeholder feedback, targeted hiring practices, social emotional learning, and incorporation of the Renaissance program with stakeholders.

Initially, stakeholders were surveyed twice during the planning/building phase of the school to find out what word they would hope describes the culture of the school. They were also asked what attributes/

characteristics they would like the faculty and students to embody. Stakeholders were also asked about traditions they hope to see honored at school and what they think makes a school a special place. Responses from these surveys were analyzed and incorporated into the opening plan for this school year, including the branding of the school.

During the hiring process, the leadership team implemented a flipped interview process, where prospective candidates were asked to read an article and prepare a response to the first interview question prior to the interview. The article focused on social emotional learning and the question centered around establishing a positive culture in their classroom as well as what they plan to do when returning to the classroom at the beginning of the school year. Candidates hired provided thoughtful responses that took social emotional learning into consideration and focused on relationships with students.

Leading up to the opening of the school, the leadership team worked to build capacity in regards to social emotional learning with new staff members. Administration began creating a sense of community through virtual then in person social gatherings so staff members could become acquainted with one another. Next, school staff members participated in community events to connect with students, families and stakeholders. The school proceeded to begin weekly email communication with school families providing them with information about the school and updates regarding the start of the new school year.

Once the school year begins, Horizon will launch the Renaissance program on campus. This program is meant to promote a positive culture and climate throughout the school by recognizing students, faculty, and staff for their efforts in academics, arts, athletics, and activities on campus. There will also be a component of recognition that includes parents, community members, and partners in education.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents will participate in PTSO and SAC, providing input and feedback to the school about experiences their students are having on campus. Students will participate in the Renaissance program and engage in extracurricular activities, such as clubs and sports. Faculty/Staff/Administrators will incorporate social emotional learning strategies in the classroom and across campus as they interact with others. They will develop relationships with students that result in building trust. Community members and Partners in Education will provide resources and support for the school that will facilitate the development of a positive culture and environment promoted by the stakeholders as listed above.