2013-2014 SCHOOL IMPROVEMENT PLAN

Horizon Middle School
2020 HAM BROWN RD
Kissimmee, FL 34746
407-943-7240
www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	75%

Alternative/ESE Center	Charter School	Minority Rate
No	No	78%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Horizon Middle School

Principal
Michelle Henninger

School Advisory Council chair
Michelle Henninger

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michelle Henninger	Principal
Joan Connolly	Assistant Principal
Deanna Hebbler	Dean of Students
Russell Gould	Dean of Students
Lucile Schneider	Dean of Students
Gary Dunn	Dean of Students
Michelle Jarrett	Media Specialist
Janine Bracco	Literacy Coach
Christine Edel	Language Arts Chair
Katie Hiltunen	Math Dept. Chair
Frankie Franceshi	Socisl Studies Dept. Chair and 7th grade team leader
Heather Miller	Science Dept. Chair and 8th grade team leader
Katyh Graffam	6th grade team leader
Shirley Bouie	Elective Chair

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC chair -Michelle Henninger
SAC vice chair- Joan Connolly
Treasurer- Terrell Welch- parent
Secretary- Alexandria Lovegrove
Kristi Swiderski- Teacher
Sherlene Woodall - Teacher
Hartley Haft - Teacher
Vincent Hilerio- Student
Javonte Davis- Student
Julian Davis- Parent
Amber Davis- Parent
Kevin Lewis- Student
Felisa Lewis- Parent
Lily Mayas- Parent
Lynette Burton- Parent
Julia Hilerio- Teacher
Tracy Lanier- Parent
Tami Sartore- Parent
Pei Gtan- Parent
Seth Singh- Parent
Lizette Robles- Parent
Belize Robles- Student
Heather Miller- Teacher

Involvement of the SAC in the development of the SIP

September 5- SAC met for the first time for the 2013-2014 school year and discussed the future review of the SIP at a later date
October 3rd-The SAC reviewed Horizon Middle School's proposed School Improvement Plan for the 2013-2014 school year and offered input.

Activities of the SAC for the upcoming school year

Horizon Middles School's SAC is highly active in recruiting more parents to be a part of the SAC. They promote the SAC at major school functions including conference night, open house, and 6th grade orientation. Horizon Middle Schools SAC is involved in fundraising money for different groups at the school. This year SAC is involved in helping fund a new marquee so that the school can communicate events and information by that means.

Projected use of school improvement funds, including the amount allocated to each project

In 2012-2013 SAC allocated $1,000 to help fund the end of year even t for Horizons Positive Behavior Support System (PBS).
It is anticipated that if SAC has the funds they will allocate additional funds to PBS.
It is projected that SAC will allocate toward the purchase of a new marquee.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michelle Henninger		
Principal	Years as Administrator: 8	Years at Current School: 14
Credentials	Ed.S. Educational Leadership M.S. Varying Exceptionalities	
Performance Record		

Joan Connolly		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	M.Ed. Educational Leadership B.S. English Education	
Performance Record		

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Janine Bracco		
Full-time / School-based	Years as Coach: 1	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	BA in English English 6-12 ESOL K-12 Reading Endorsement	
Performance Record		

Classroom Teachers

# of classroom teachers

77

 # receiving effective rating or higher

60, 78%

 # Highly Qualified Teachers
79%

 # certified in-field
74, 96%

 # ESOL endorsed
5, 6%

 # reading endorsed
13, 17%

 # with advanced degrees
18, 23%

 # National Board Certified
2, 3%

 # first-year teachers
6, 8%

 # with 1-5 years of experience
25, 32%

 # with 6-14 years of experience
29, 38%

 # with 15 or more years of experience
5, 6%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified
12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The School District of Osceola County sends recruiters to teacher job fairs around the country. The team share with administrators qualified, certified individuals who they interviewed. Multiple Administrators interview candidates making sure they have the proper credentials and certifications. The teacher mentoring program assists in teacher retention. New teachers meet with veteran teachers on a regularly scheduled basis as scheduled by the mentoring team. New teachers are also paired with veteran teachers to aid in retention.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Horizon Middle School offers a new teacher mentorship program to ensure teacher retention. This includes an initial meeting and 20 follow up meetings. Teachers post discussion questions on Edmodo and meet in person with veteran staff members. New teachers are also assigned a "buddy" teacher to provide guidance and answer questions.The goal of the program is to acclimate new teachers to the culture of the school and offer development in pedagogical strategies and best teaching practices. This is done by modelling the process and the product in many different areas. The ultimate goal of the new teacher mentorship program is to provide professional and personal support. Mentors are assigned to new teachers usually by grade level and/ or subject area. While the mentorship program leader tries to have the mentor meet both criteria the focus is on content area.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We use a variety of data sources for monitoring student progress to assist in determining the type of intervention, if any, is needed to assist the particular student become successful. We utilize both school monitoring systems as well as district initiated programs to monitor student progress. We utilize teacher observations and evaluations to address the effectiveness of core instruction. Teachers review data in their PLCs to determine a course of action to help students. Additional steps in MTSS include:1. Use the MTSS problem solving model 2. Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier3) 3.Determine scheduling needs, curriculum and intervention resources 4. Review/interpret student data (Academic and Behavior) 5. Organize and support systematic data collection. 6. Strengthen the Tier 1 (core curriculum) instruction 8. Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3 9. Monitor interventions and data assessment in Tier 2 and Tier 3 10.Work collaboratively with other working committees such as the Leadership Team 11.Coordinate/collaborate with other working committees such as the Leadership Team and PBS.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Coaches- Shironda Matthews and Joan Connolly
Administration- Michelle Henninger and Joan Connolly
Collection and sharing of discipline data- Lucile Schneider
Collection and sharing or attendance data- Gary Dunn
Collection and sharing of academic data- Russell Gould
Varying exceptional liaison and data- Deanna Hebbler
School Psychologist and testing- Karen Burnup
School Counselor- Shironda Matthews

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership team meets monthly and/ or reconvenes as needed to discuss the data used by the systems in place to monitor the effectiveness of the supplemental and intensive supports. The team

consist of the school leadership team, school guidance counselor and teacher representatives. At each meeting interventions and their effectiveness is discussed with regard to their progression in the remediation programs. Additionally, departmental and grade level PLCs will have access to the data of their students who are involved int he interventions and support system to monitor the effectiveness of these interventions. Each person plays a different role in order to achieve student success.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. ODMS- the Osceola data management system provides student data including but not limited to discipline, lowest quartile, failing grades in classes, FCAT scores.
2. STAR Enterprise is a diagnostic assessment that provides data concerning how students are in relationship to specific benchmarks assessed in reading and mathematics. This is also used to monitor students who are in need of tier 2 interventions in math and reading. It can monitor the effectiveness of the support systems for the two subjects respectively.
3. Data Director is diagnostic assessment that provides data concerning how students are performing on benchmarks tested in Science and Mathematics.
4. Plato is a diagnostic tool used to monitor intensive supports in mathematics and reading.
5. Pinnacle Gradebook- to analyze the data to monitor the effectiveness for interventions
6. Teacher evaluations and observations

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff will be trained during a faculty meeting and MTSS will be woven into the plans of all professional development and PLCs emphasizing how we determine when students are not learning and what we will do to help them learn successfully.Teachers who attend MTSS meetings will work with their teams to explain the data based problem solving methods used. Additionally, the MTSS process will be explained to parents attending SAC. Parents will also be informed and educated about the process if their child is identified as a student in need of interventions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,160

Take Flight program that meets for approxiamately six weeks before school and aftershool and on Saturdays. The program runs for onbe hour on Tuesday and Thurday mornings and afternoons, and two hours on Saturday. The program utilizes PLATO computer program. The program allows students to take a diagnostic exam and then prescribes lessons that will focus on students weaknesses. It also allows for enrichment opportuniites.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected using th ecomputer system and is used by teachers leading the program to determine if studnets are making adequate progress. The data icludes growth as detected using the Florida benchmarks.

Who is responsible for monitoring implementation of this strategy?

Teachers, Admin Team, MTSS team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michelle Henninger	Principal
Joan Connolly	Assistant Principal
Janine Bracco	Reading Coach
Lucile Schneider	Testing coordinator and dean of students
Russell Gould	Dean of students
Deanna Hebbler	Dean of students
Gary Dunn	Dean of students
Michelle Jarrett	Media Specialist

How the school-based LLT functions

The Literacy Leadership team meets once a month. The role of the members on the team is to build literacy across the curriculum. Team members participate in departmental PLCs and grade level meetings as well as MTSS. By attending these meeting the team can address areas of need expressed by teachers concerning literacy.

Major initiatives of the LLT

This year we are focusing on using rigorous text and writing using evidence from the text. Training will be offered by the literacy coach, ELA teachers and AVID elective teacher.

Extra Support includes one-on-one pullout with the literacy coach, assignment to the tutoring center or Academic Rescue Unit, Participation in the Take Flight program which meets before and after school and on Saturdays for approximately 6 weeks.

The literacy team supports the word and idiom of the day that is identified by the ELA teachers at the beginning of every week.

The creation of Teacher Cafe. Teacher cafe will feature training presented by different content areas that address how they teach literacy standards in their classroom.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Horizon Middle School is dedicated to ensuring the reading improvement of every students. First teachers will receive a diagnostic report for each student concerning their strengths and weaknesses in Reading. Teachers will also have access to students' FCAT reading scores. The administrative team is focused on developing the reading complex test school-wide. Training will be provided in house by the Literacy Coach, AVID coordinator and individual teachers to assist teachers in utilizing best practices in teaching rigorous text to students at all levels.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Horizon Middle School offers an AVID program which is focused on preparing students for college. Additionally, staff have been trained on AVID practices to use in all classrooms. The school offers STEM course in design, modeling and robotics. We also offer a Career and Family readiness course.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

When students are selecting classes they are provided with core curriculum as well as several elective choices. Students at HMS do not have to go through a wheel of all electives, but instead may select the appropriate elective as it relates to their future interest or course of study in High School. Teachers help advise students on making appropriate selections.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	59%	No	66%
American Indian	63%	60%	No	66%
Asian	78%	79%	Yes	81%
Black/African American	53%	54%	Yes	58%
Hispanic	59%	56%	No	63%
White	68%	63%	No	72%
English language learners	36%	20%	No	42%
Students with disabilities	41%	31%	No	47%
Economically disadvantaged	58%	55%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	324	28%	32%
Students scoring at or above Achievement Level 4	316	28%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		49%
Students scoring at or above Level 7	13	57%	67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	785	69%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	205	72%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	83	66%	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	32%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	31%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	225	60%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	100%	100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	52%	No	65%
American Indian	70%	70%	Yes	73%
Asian	86%	82%	No	87%
Black/African American	54%	48%	No	59%
Hispanic	57%	46%	No	61%
White	67%	60%	No	70%
English language learners	37%	24%	No	43%
Students with disabilities	44%	28%	No	50%
Economically disadvantaged	57%	48%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	270	27%	30%
Students scoring at or above Achievement Level 4	156	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	57%	63%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	651	65%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	148	59%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	140	37%	41%
Middle school performance on high school EOC and industry certifications	135	97%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	49%	50%
Students scoring at or above Achievement Level 4	67	49%	50%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	24%	27%
Students scoring at or above Achievement Level 4	64	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	50	4%	6%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	600	56%	56%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	2	0%	0%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	169	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	194	17%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are involved at HMS by attending SAC, conference night, PTSO, and other events hosted by the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	600	52%	60%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Students will have regular practice with complex texts across the curriculum including reading and writing that is grounded in evidence.

G2. Teachers will have regular access to diagnostic and formative data to discuss in their PLCs and develop classroom strategies and interventions based on and utilizing the data.

G3. Students will have regular practice with complex real world problem solving throughout the math curriculum while incorporating the consistent use of the eight mathematical practices.

Goals Detail

G1. Students will have regular practice with complex texts across the curriculum including reading and writing that is grounded in evidence.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- Science - High School

- CTE

Resources Available to Support the Goal

- District offered PD for writing including but not limited to Core Connections

- Teacher created writing calendar that address specific weakness based on data collected

- Springboard's Writer's workshop and reading curriculum

- Utilize District personnel and on-site literacy coach to perform classroom walk-throughs and provide feedback

- Common planning

- Departmental PLCs

- AVID strategies including WICOR

- Data chats

- Tracking student progress

- STAR Renaissance Testing

- Achieve 3000

- AVID weekly

Targeted Barriers to Achieving the Goal

- Shifting from FCAT style writing to Common Core

- Limited PD offered by the district

- Lack of PD for science and social studies teachers on evidenced-based writing strategies and utilizing informational text

Plan to Monitor Progress Toward the Goal

effective shift to CCSS

Person or Persons Responsible
Literacy Coach, classroom teachers, Admin team

Target Dates or Schedule:
Ongoing throughout year

Evidence of Completion:
formative and summative assessments, data from STAR testing, Data director, Teen Biz etc.

G2. Teachers will have regular access to diagnostic and formative data to discuss in their PLCs and develop classroom strategies and interventions based on and utilizing the data.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- STAR Renaissance testing
- ODMS- Osceola data management system
- Data director
- PLCs
- Common assessment
- Common Planning
- Edmodo
- Provide data to teachers prior to beginning os school year

Targeted Barriers to Achieving the Goal
- Unfocused PLC time

Plan to Monitor Progress Toward the Goal

Ensure that PLC facilitators have access to multiple data

Person or Persons Responsible
Testing Coordinator, Literacy Coach, Admin Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data binders, evidence of reports run in STAR, TeenBIz

G3. Students will have regular practice with complex real world problem solving throughout the math curriculum while incorporating the consistent use of the eight mathematical practices.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- District offered PD for math including but not limited to Math Solutions, common planning, Departmental PLCs, Grade level PLCs, AVID strategies including WICOR, Data chats, Tracking student progress, STAR Renaissance Testing, AVID Weekly, Online Test Book Resources, Manipulatives, Smart Math Tools, Plato

Targeted Barriers to Achieving the Goal
- Student attendance,

Plan to Monitor Progress Toward the Goal

Attendance notification

Person or Persons Responsible
Deans, Mrs. Foster, Admin, Mrs. Spitzer -attendance clerical staff

Target Dates or Schedule:
Attendance will be tracked both daily and weekly

Evidence of Completion:
Parent logs, attendance data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Students will have regular practice with complex texts across the curriculum including reading and writing that is grounded in evidence.

G1.B1 Shifting from FCAT style writing to Common Core

G1.B1.S1 Plan for one Wednesday per month for teachers to plan for shift by grade level or department

Action Step 1

Allow time for teachers to collaborate with their colleagues to analyze and plan for the new CCSS

Person or Persons Responsible

grade level teachers, department chairs

Target Dates or Schedule

Wednesdays

Evidence of Completion

Agenda and notes from meetings and use of strategies in classroom

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Implementation of CCSS

Person or Persons Responsible

grade level teachers, Admin team, Literacy Coach

Target Dates or Schedule

classroom walk-throughs, observations, reflective visits

Evidence of Completion

formative assessments, diagnostic testing, end of year test

Plan to Monitor Effectiveness of G1.B1.S1

Incorporation of CCSS

Person or Persons Responsible

Admin team, Literacy Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Success on progress monitoring and success on high stakes test

G1.B1.S2 School events that dedicate time to informing parents about curriculum

Action Step 1

Providing information to parents concerning the Common Core

Person or Persons Responsible

Admin team

Target Dates or Schedule

Conference Nights, SAC, incoming 6th grade orientation

Evidence of Completion

Notes and agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Providing parents with information concerning new standards

Person or Persons Responsible

Admin Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Presentations, notes, and agendas

Plan to Monitor Effectiveness of G1.B1.S2

How effective is the parent communication concerning common core

Person or Persons Responsible

Admin team

Target Dates or Schedule

June 2014

Evidence of Completion

Surveys

G1.B2 Limited PD offered by the district

G1.B2.S1 Provide time to teachers and literacy coach in creating a school-wide writing plan to address the necessary skills to be assessed.

Action Step 1

Provide CCSS writing training through Core Connections specifically targeting 6th and 7th grade students. Dedicate weekly PLC time to create a writing plan including progress monitoring for 6th, 7th and 8th grade students. Revise daily schedule four times during the school year to provide high stakes testing practice utilizing writing skills.

Person or Persons Responsible

Literacy Coach ELA department chair and department members

Target Dates or Schedule

First school-wide writing assessment 9-24, PLC weekly meetings every Tuesday, Core Connections training October and throughout the year as offered by District.

Evidence of Completion

PLC notes, Recorded students scores on school-wide assessments, lesson plans including strategies to teach the CCSS.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Implementation of CCSS writing in classes, School-wide writing plan, PLCs

Person or Persons Responsible

Administrative team, Literacy Coach

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans, observations, student scores, PLC notes, walk- throughs

Plan to Monitor Effectiveness of G1.B2.S1

Reading complex text and writing effectively using evidence from texts

Person or Persons Responsible

Literacy Coach, Admin team, department chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

STAR testing, formative and summative assessments, Osceola Writes, Quarterly writing assessments for 6th and 7th grade students

G1.B11 Lack of PD for science and social studies teachers on evidenced-based writing strategies and utilizing informational text

G1.B11.S1 Utilize the literacy coach to lead professional development with science and social studies teachers on using strategies to teach students how to interact with complex texts. Send Social Studies teachers and Science teachers to professional development which offers training on using complex text and evidence based writing strategies.

Action Step 1

In house professional development for science and social studies teachers on teaching complex texts

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing, professional development days

Evidence of Completion

Attendance in PD, observations, shared strategies

Plan to Monitor Fidelity of Implementation of G1.B11.S1

professional development

Person or Persons Responsible

Literacy Coach, admin team

Target Dates or Schedule

ongoing

Evidence of Completion

participation, notes, evaluations

Plan to Monitor Effectiveness of G1.B11.S1

effectiveness of PD on utilizing rigorous texts

Person or Persons Responsible

Admin team, literacy coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

attendance, observations, professional development

G2. Teachers will have regular access to diagnostic and formative data to discuss in their PLCs and develop classroom strategies and interventions based on and utilizing the data.

G2.B3 Unfocused PLC time

G2.B3.S3 Provide data to PLC facilitators

Action Step 1

Provide data to drive PLC discussion concerning how to use the data to drive instruction; the use of PLC agendas

Person or Persons Responsible

Administrative Team, Literacy Coach, Leadership team, MTSS team

Target Dates or Schedule

After baseline testing and scheduled formative testing, after FCAT testing, in conjuction with MTSS meetings

Evidence of Completion

electronic copies of data at PLC meetings, copies of PLC agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Focused PLC time utilizing student data

Person or Persons Responsible

Administrative team, Department Chairs, Team Leaders

Target Dates or Schedule

weekly PLC meetings, Leadership team PLCs, MTSS meetings

Evidence of Completion

data notebooks, agendas

Plan to Monitor Effectiveness of G2.B3.S3

PLc agendas, data notebooks

Person or Persons Responsible

Department Chairs, Team Leaders, Administrative team

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

Agendas and data binders

G3. Students will have regular practice with complex real world problem solving throughout the math curriculum while incorporating the consistent use of the eight mathematical practices.

G3.B3 Student attendance,

G3.B3.S1 Identify personnel to monitor student attendance and notify parents as soon as the student reaches 3 days of unexcused absences.

Action Step 1

Notify parents as students reach 3 unexcused absences

Person or Persons Responsible

Grade level deans

Target Dates or Schedule

Deans will monitor weekly

Evidence of Completion

Documentation of phone calls and meetings with students and/or parents

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Documentation of parent and student contact

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Quarterly

Evidence of Completion

Parent contact logs and meeting notes

Plan to Monitor Effectiveness of G3.B3.S1

To see if attendance improves after interventions and parent contact

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation of notes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals