

Marion County Public Schools

Horizon Academy At Marion Oaks



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Horizon Academy At Marion Oaks

365 MARION OAKS DR, Ocala, FL 34473

[no web address on file]

Demographics

Principal: Melissa Conner

Start Date for this Principal: 7/3/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: C (49%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI

* 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 Marion 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Horizon Academy At Marion Oaks

365 MARION OAKS DR, Ocala, FL 34473

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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.

Horizon Academy will provide students with a high-quality education that is robust and relevant to the world in which our students must navigate. Horizon students' success will be measured by their preparation for future education or employment as they apply and expand their skills, explore careers, and successfully transition to high school as productive citizens of society who are on track for technical careers, college, and/or the workforce.

Provide the school's vision statement.

Horizon Academy, in partnership with the Marion Oaks Community, is committed to presenting a safe and respectful setting that inspires excellence and challenges all students to develop their talents as healthy, life-long learners, achievers, and responsible citizens.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Maier, Donald	Principal	The Principal is the driving force and instructional leader of the school. He provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts an assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support, and documentation; provide adequate professional learning opportunities; develops a culture of expectation with the school staff; ensure resources are assigned to those areas of most need, and communicate with parents as necessary.
	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high-yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel serves in their specified areas.
Scofield, Susan	School Counselor	The Guidance Counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in the facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Lopez, Michelle	Teacher, K-12	Teach efficiently and faithfully, using curriculum maps, district-approved textbooks, and materials required, following the prescribed courses of study, and employing approved methods of instruction.
Karolev, Patricia	School Counselor	The Guidance Counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in the facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Adkins, Cheryl	Dean	The Student Services Manager (Dean) provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts for at-risk students, are carefully considered and shared by the SSM. She coordinates efforts to use

Name	Position Title	Job Duties and Responsibilities
		positive reinforcements to encourage positive behavior choices by students. She also monitors and shares disciplinary/attendance data and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.
McCleery, Jessica	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high-yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel serves in their specified areas.
Consider, Susan	Dean	The Student Services Manager (Dean) provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts for at-risk students, are carefully considered and shared by the SSM. She coordinates efforts to use positive reinforcements to encourage positive behavior choices by students. She also monitors and shares disciplinary/attendance data and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.

Demographic Information

Principal start date

Monday 7/3/2017, Melissa Conner

Number of teachers with a 2022 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 2022 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.*

1

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

1,025

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	205	264	264	313	0	0	0	0	1046
Attendance below 90 percent	0	0	0	0	0	27	88	75	101	0	0	0	0	291
One or more suspensions	0	0	0	0	0	69	89	74	98	0	0	0	0	330
Course failure in ELA	0	0	0	0	0	22	115	75	49	0	0	0	0	261
Course failure in Math	0	0	0	0	0	36	53	88	49	0	0	0	0	226
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	103	105	101	124	0	0	0	0	433
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	140	119	110	99	0	0	0	0	468
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	30	101	85	88	0	0	0	0	304

Using current year data, complete the table below with the number of students identified as being "retained.":

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	12	0	0	0	0	12
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

Wednesday 7/13/2022

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	166	226	275	221	0	0	0	0	888
Attendance below 90 percent	0	0	0	0	0	34	89	96	88	0	0	0	0	307
One or more suspensions	0	0	0	0	0	61	50	96	61	0	0	0	0	268
Course failure in ELA	0	0	0	0	0	20	54	36	38	0	0	0	0	148
Course failure in Math	0	0	0	0	0	23	62	44	55	0	0	0	0	184
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	40	45	81	43	0	0	0	0	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	48	54	118	54	0	0	0	0	274
Number of students with a substantial reading deficiency	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	12	
Students with two or more indicators	0	0	0	0	0	61	86	111	91	0	0	0	0	349

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	13	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	166	226	275	221	0	0	0	0	888
Attendance below 90 percent	0	0	0	0	0	34	89	96	88	0	0	0	0	307
One or more suspensions	0	0	0	0	0	61	50	96	61	0	0	0	0	268
Course failure in ELA	0	0	0	0	0	20	54	36	38	0	0	0	0	148
Course failure in Math	0	0	0	0	0	23	62	44	55	0	0	0	0	184
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	40	45	81	43	0	0	0	0	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	48	54	118	54	0	0	0	0	274
Number of students with a substantial reading deficiency	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	12	
Students with two or more indicators	0	0	0	0	0	61	86	111	91	0	0	0	0	349

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	13	0	0	0	0	13
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	42%	50%				43%	49%	54%
ELA Learning Gains	40%	41%	48%				50%	54%	54%
ELA Lowest 25th Percentile	32%	31%	38%				38%	46%	47%
Math Achievement	35%	46%	54%				44%	54%	58%
Math Learning Gains	42%	49%	58%				56%	58%	57%
Math Lowest 25th Percentile	38%	43%	55%				48%	50%	51%
Science Achievement	28%	40%	49%				35%	46%	51%
Social Studies Achievement	53%	65%	71%				57%	70%	72%

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
06	2022					
	2019	49%	45%	4%	54%	-5%
Cohort Comparison						
07	2022					
	2019	41%	46%	-5%	52%	-11%
Cohort Comparison		-49%				
08	2022					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	34%	46%	-12%	55%	-21%
Cohort Comparison						
07	2022					
	2019	45%	49%	-4%	54%	-9%
Cohort Comparison		-34%				
08	2022					
	2019	32%	41%	-9%	46%	-14%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	31%	44%	-13%	48%	-17%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	65%	-10%	71%	-16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	70%	-70%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	51%	44%	57%	38%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	34	31	17	37	36	12	32			
ELL	22	39	33	25	39	37	14	45	60		
BLK	26	36	31	25	39	41	19	42	65		
HSP	34	42	31	36	44	40	27	55	74		
MUL	36	40		34	31	18	38				
WHT	42	44	37	46	45	38	38	63	65		
FRL	29	38	32	32	41	37	23	53	68		
2021 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 2019-20	C & C Accel 2019-20
SWD	15	37	39	15	40	50	15	19			
ELL	26	41	37	22	39	43	13	25			
BLK	31	40	39	31	42	46	16	32	58		
HSP	38	47	38	34	42	42	24	36	79		
MUL	43	48		42	48		33	36			
WHT	45	40	29	54	53	40	38	44	63		
FRL	34	42	38	37	45	44	23	35	65		
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	14	35	26	12	46	48	16	20			
ELL	28	47	41	29	57	61	22	52	45		
BLK	40	43	30	35	47	37	29	48	71		
HSP	41	50	39	42	58	55	30	68	65		
MUL	36	33	27	34	50	50	40	40			
WHT	52	57	46	56	64	50	49	50	63		
FRL	41	47	35	41	53	48	32	56	68		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
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	41
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	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The trend across all grade levels, in all subjects except Algebra I and Geometry, is that students continue to score below their district peers. Additionally, the SWD subgroup consistently scores at least 10% lower in every tested area in nearly all grade levels. Furthermore, the lower 25% of students scoring learning gains in ELA are well below 50%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to progress monitoring data, ELA students in all grade levels show the greatest need for improvement.

Although math students consistently scored well above or near the 50% proficiency mark at all grade levels, ELA students rarely scored above 30% proficiency. While these numbers do not correlate to 2018 or 2019 FSA proficiency results in all grade levels, there is concern that student learning growth was stunted or stagnated from the pandemic-induced virtual learning and multiple absences from a large number of students.

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

The pandemic-induced virtual learning appears to have more of an effect on students' ELA classes than Math from 2020-2022. That being said, students' proficiency on state assessments from 2019 and earlier has consistently lagged behind district and state peers. A contributing factor has been the incoming 5th-grade student's proficiency levels have been consistently below 40% in all areas. Many 5th-grade students' i-Ready AP1 scores are two or more grade levels behind their assigned grade. This has caused a large amount of in-school and after-school remediation in 5th grade and a carry over to the 6th grade, as teachers use i-ready, Math180, and other tactics to close their achievement levels to within one year of their assigned grade.

Actions that need to be taken are 5th-grade teachers teaching only one tested subject each day. This will allow teachers to teach to their strengths and for those teachers to become subject area experts for their 5th-grade class team. Additionally, remediation for identified math students who will receive Math180 instruction weekly should help close learning gaps. In the middle school, a Math remediation teacher and Math180 will be offered to at least 280 students not at proficiency in 2021-2022.

After-school tutoring will be offered to Students with Disabilities (SWD) as a priority. SWDs have consistently performed at least 10 percentage points below their grade level peers on all assessments. Consistent, research-based tutoring and remediation by highly qualified teachers will go a long way in closing the achievement gap in this subgroup.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Mathematics in the 7th and 8th grades showed minimal improvement in progress monitoring and from their 2020 state scores.

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

The addition of one Math remediation unit seems to have helped increase proficiency levels in the 7th and 8th grades. The use of the mostly scripted Math180 program showed great promise at the end of the 19-20 school year, with most students averaging more than double than expected learning gains in the grade-level Math program. While the increases were not as significant this past year, mostly due to virtual learning and health exclusions, there was still a majority of students expected to make more than one year's growth, based on their diagnostic results. 6th and 7th-grade students received the Math remediation in 2019-2020 and 2020-2021, showing the promise of the Math180 curriculum and instruction.

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

All 5th-grade teachers will develop targeted centers of instruction in ELA, Math, and Science classrooms for remediation during their assigned class period. Monthly writing prompts will take place in ELA and Science classrooms to support students' increase in vocabulary, sentence structure, evidence gathering, and punctuation.

Additionally, students' gaps in ELA and Math will be addressed through the MTSS process, and students

with similar gaps in learning will meet for remediation daily. Students will utilize i-Ready, IXL, and/or Math180 to target shortcomings and to accelerate learning in ELA and Math in previous learning or to work on current skills not yet mastered. Students' shortcomings will be identified in science through their benchmark assessments, and teachers will use those results to guide their instruction and provide time for remediation, and address misconceptions. Alternatively, students identified as being on or above grade level will continue to be stretched academically in classrooms as well as enrichment for 30 minutes daily.

In grades 6-8 classrooms, teachers will use developed monthly standard assessment checks to identify student mastery gaps and provide remediation, reteaching quickly, and retesting regularly (vice quarterly with district-assigned assessments). Collaborative planning will be conducted daily for all teachers, allowing for instruction to be planned and aligned in accordance with the Standard or Benchmark. Instructional rounds for all teachers will occur throughout the first semester, so teachers may observe their peers' planning and instruction in order to further discussion within subject-area PLCs in an effort to internalize best practices.

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.

Data Teams for Learning - focus on developing mastery assessments as well as the dissecting of data from student assessments and other sources - will be reviewed, so staff is current and keeps the focus on the analysis of student mastery of the recent Standards taught. Focused PD on best practices of lesson planning, engagement, and assignment/assessment development will be a key factor in ensuring teachers understand the requirements of the Standard taught and how to best provide practice or develop assessments for students.

All Horizon staff will undergo PD and a book study related to Universal Design for Learning (UDL) over the first semester. This PD will allow staff to understand varied teaching methods to remove barriers to learning and give all students equal opportunities to succeed. Strategies to be taught will include using UDL to plan lessons that address the needs of a wide variety of learners; Ways to implement Standards/Benchmarks with new B.E.S.T. requirements; Ways to include choice assignments that allow students to express knowledge in a wide variety of ways, and Create assessment strategies that leverage UDL practices during instruction.

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

Continued feedback to staff following planning sessions, classroom walkthroughs, and evaluative observations. Teachers will be instructed on the ways they can also provide immediate and actionable feedback to students on a regular timeframe in order to leverage increased student learning through work samples.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

By committing to a focus on the tenets of Universal Design for Learning (UDL), allowing for differentiation in all classrooms, coupled with after-school tutoring for those that need more individualized instruction, then struggling students will develop study and learning skills within the SWD subgroup. With an ESSA index of less than 32% of the SWD subgroup for three consecutive years, and four other subgroups below 42%, these aids should help bring those students closer to the 32 and 41% Index thresholds, as well as provide more opportunities for those students to enjoy grade-level instruction and success.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we focus on differentiation of all students, coupled with tutoring opportunities for those students that need individualized attention, we can target gains of 4% in the SWD subgroup, ELA Achievement (from 14% to 20%), ELA Learning gains increase of 4% (35% to 39%), Math Achievement gains of 6% (from 12% to 18%), Math Learning Gains of 4%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

State progress monitoring results, Quarterly Mastery Assessments, Monthly Teacher Standard Checks as well as Math 180, Read 180, and I-Ready data, where applicable, will be utilized in an effort to garner the whole picture of each student in each ESSA subgroup.

Person responsible for monitoring outcome:

Jessica McCleery (jessica.mccleery@marion.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

Research has shown that well-designed tutoring programs that use volunteers and nonprofessionals as tutors can be effective in improving children's reading skills. Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a quality tutoring program. Well-structured tutoring sessions will have content and delivery of instruction is carefully scripted; Careful monitoring and reinforcement of progress will be kept; Frequent and regular tutoring sessions will occur, with each session between 10 and

implemented for this Area of Focus.

60 minutes daily; and specially designed interventions for the 17-20% of children with severe reading difficulties will be utilized. (US DOE,2001)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

By applying UDL principles, teachers can effectively instruct a diverse group of learners. They do this by building in flexibility in the ways learners can access information and in the ways students can demonstrate their knowledge. Tutoring gives students individualized attention that they don't always get in a classroom. This helps students who struggle to keep up. Tutoring may also help students develop study and learning skills that will help set them up for future years.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

UDL PD and book study will be scheduled during teacher PD time, at least monthly, during the first semester.

Person

Responsible Jessica McCleery (jessica.mccleery@marion.k12.fl.us)

Students struggling in ELA and/or Math, based from FSA scores, classroom gradebooks and technology-related instructional remediation programs (i-Ready, Math180, reading programs, etc.), will be offered and encouraged to enroll in after-school tutoring from trained school-based instructional staff. The tutoring program will be reevaluated after 12 weeks for efficacy as well as looking for improvement in student gradebooks or advancement through any assigned remediation technology.

Person

Responsible Susan Scofield (suan.scofield@marion.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus****Description**

and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student statewide testing data, district, and school data indicate minimal or loss of growth in math and ELA, with marginal gains in civics and science. Additionally, teacher collaborative planning has been minimally effective, with dedicated planning time only available after the student day for less than 45 minutes. : Formative assessment data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve. This should be a data based, objective outcome.

Measurable outcomes: by the end of quarter 1, 90% of all teachers are actively participating in collaborative planning, producing standards-aligned units or daily lesson plans that are presented in their classroom.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Collaborative planning sessions will be facilitated by administrators, the coach, and admin instructional support staff. Classroom walkthroughs will be used as follow-ups from collaborative planning to ensure the planning, best practices, and how to teach are actually executed in the classroom. Feedback will be given during the following day's collaborative planning session.

Person

responsible for monitoring outcome:

Donald Maier (donald.maier@marion.k12.fl.us)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Collaborative planning sessions will be planned for all teachers for 45 minutes DURING each student's day. Collaborative planning sessions will be facilitated by members of the admin team (principal, APs, counselors, deans, and coach). Lesson plans developed over the course of a week and taught the following week will be observed by administrators or the coach, and feedback will be provided to the teachers during ensuing collaborative planning sessions. The continued process of planning, teaching, formative assessment, and feedback will be repeated in an effort for the planning process to become second nature to all teachers.

Rationale for

Evidence-based

Strategy:

Explain the rationale for

When educators work together, they form important professional and personal relationships. Teachers often draw support from each another and can delegate tasks that allow each teacher to feel effective. Collaboration between teachers contributes to school improvement and student success.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Reestablish Professional Learning Community norms, roles, and expectations for high-quality instruction, which is aligned to plans for improvement, along with developing a schedule for administration facilitation and follow-up classroom visits.

Person Responsible Donald Maier (donald.maier@marion.k12.fl.us)

Teachers understand where to find their instructional benchmarks requirements for their students to show mastery of the benchmarks, s, and develop Lesson Plans that are aligned to the rigor of the Benchmark/ Standard.

Person Responsible Jessica McCleery (jessica.mccleery@marion.k12.fl.us)

Teachers and administrators will develop look-fors for follow-on classroom-visits and administrators will calibrate with each other regarding their visits/observations.

Person Responsible Donald Maier (donald.maier@marion.k12.fl.us)

Administrators will develop a classroom visit schedule for quarter 1 to ensure the coaching cycle is implemented, observations noted, and feedback delivered to teachers ahead of the required district formal and informal evaluation process.

Person Responsible Donald Maier (donald.maier@marion.k12.fl.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and
Rationale:****Include a rationale
that explains how it
was identified as a
critical need from
the data reviewed.**

If teachers have the standards at the heart of their lesson planning, then a clearer vision can be achieved of what works well and how schools and districts can improve. The door is also opened for learning from one another when teachers are on the same page with the standards and how to instruct using them.

Rigorous standards facilitate deeper learning. If students are not challenged, they will not grow. For teachers to support student achievement, which will push our students to think critically and collaborate with one another, teachers will need to develop lessons and assessments that reach the demands of the benchmarks or standards, and teachers then follow up with authentic feedback to the students.

Measurable**Outcome:****State the specific
measurable
outcome the school
plans to achieve.
This should be a
data based,
objective outcome.**

If we focus on rigorous, thoughtful work (daily tasks and assessments), then ELA achievement levels can be expected to grow from 43% to 45%, Math achievement levels from 44% to 47%, Science achievement levels from 27% to 35%, and Civics achievement levels increase from 51% to 56%.

Monitoring:**Describe how this
Area of Focus will
be monitored for the
desired outcome.**

Statewide ELA and Math Progress monitoring, district quarterly monitoring, monthly learning checks in all subject areas, WriteScore, i-Ready, and Math180 will provide the school with numbers to indicate the effectiveness of student learning. Classroom walkthroughs, feedback sessions, and the coaching cycle will continue to focus on teacher clarity of the requirements of their Standards as well as engagement strategies and best instructional practices.

**Person responsible
for monitoring
outcome:**

Donald Maier (donald.maier@marion.k12.fl.us)

Evidence-based**Strategy:****Describe the
evidence-based
strategy being
implemented for this
Area of Focus.**

The coaching cycle enhances the opportunity for teachers to coplan, rehearse, coteach, and then debrief with their coaches so that they can accomplish their goals.

**Rationale for
Evidence-based
Strategy:****Explain the rationale
for selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

By providing more personalized support to teachers, coaching can improve the classroom instruction students receive and can ultimately ensure that more students are taught by effective teachers and benefit from a high-quality education.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Like-subject area teachers will work together alongside school administrators and District support personnel in each content area quarterly to help develop unit lesson plans and appropriate formative and summative assessments or checks.

Person Responsible Donald Maier (donald.maier@marion.k12.fl.us)

Teacher-created assessments will be discussed in PLCs to discuss pluses and deltas and determine if instruction resulted in student learning or if remediation or reteaching is needed for a particular unit, benchmark, or standard.

Person Responsible Jessica McCleery (jessica.mccleery@marion.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Knowing that in grade 5, the ELA proficiency level is 40% (INCOMING), teachers will be trained in effective practices, which will include higher order questioning and student engagement, with a focus on Tier 1 instruction which implements literacy across the curriculum. Teachers will be trained in new interventions for grade 5 and will implement interventions daily. Fidelity will be tracked and measured, and data meetings will occur weekly.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

If teachers implement the Tier I ELA structures with fidelity, proficiency data should increase by 10% by mid-year. By the end of the year, the students should show 45% proficiency.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Weekly data chats will occur on Wednesdays, led by the CAS and administration. Teachers will learn how to assess their data and create action plans. Students will also participate in data chats and will be able to set goals and monitor progress toward these goals. Parent conferences will include clear data and will be led by both student and teacher to better understand proficiency levels.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Maier, Donald, donald.maier@marion.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

ELA interventions (SIPPS, Heggerty, Lexi Core, Read 180) are research and evidence-based to improve proficiency and provide data for planning.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Interventions will be led daily and selected as approved interventions based on the district-adopted plans. Collaborative planning efforts have been provided by and supported through the Bureau of School Improvement and will be supported by the district Transformation Department. Each of these efforts supports teacher progression to learning and understanding the new BEST standards and establishes a system of monitoring.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership and Literacy Coaching will be implemented through a clearly established role and responsibility. The leadership team has narrowed a focus and established a lead with the CAS to support the 4 ELA teachers Each of these persons will support ELA at their respective levels and implement coaching cycles as the administration sees fit. Data will be collected through established look fors and feedback will prompt growth.	Moss, Felecia, felecia.moss1@marion.k12.fl.us
Teachers will be trained in formative assessment and collection of such. Through a timeline of PD focus, the first 40 days of school will include a focus on gathering relevant assessment data to guide instruction and planning. Assessment and formative assessment will provide an opportunity for teachers to gather relevant and timely data. This effort will be supported by the entire leadership team.	McCleery, Jessica, jessica.mccleery@marion.k12.fl.us
Professional Learning and Collaborative planning- Teachers will complete various professional learning based on new interventions, formative assessments, and other related needs. Teachers will be provided weekly feedback each week to improve instruction.	McCleery, Jessica, jessica.mccleery@marion.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In an effort to provide meaningful activities that parents/family are eager to attend, we have chosen different times and days spread throughout the school year to offer planned involvement activities. Some of the activities, such as Math, Science, and Literacy night, are subject-related. Those meetings include strategies and materials parents may use to engage their children at home. Other activities such as Holiday Decoration Night is for fun and sharing, while the Principal & Parent Chats and Parent-Teacher Conferences are intended for parents to learn more about their individual children.

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

There are several opportunities for our community to assist with activities that not only build relationships within the community but also are intended to improve school achievement. For example, in October the Math Night will be held with our community Winn-Dixie. The store employees work toward making our evening a pleasant and meaningful learning experience for all who attend. Our strong Mentor Program is built upon the idea that community members feel the need to assist us with the education of our students. In March, we will hold a STEAMspirations day that is dependent upon community support to fill many of the presentation time slots available. We also have full-time interpreters and other staff members who are available to translate for our non-English-speaking families and students.