

Orange County Public Schools

Horizon West Middle



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	19
Positive Culture & Environment	0
Budget to Support Goals	0

Horizon West Middle

8200 TATTANT BLVD, Windermere, FL 34786

horizonwestms.ocps.net

Demographics

Principal: Michelle Thomas

Start Date for this Principal: 7/1/2019

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	15
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

Horizon West Middle

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horizonwestms.ocps.net

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	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2021-22	2020-21
Grade	A	

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure that every student has a promising and successful future.

Provide the school's vision statement.

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

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
Boland, Brad	Dean	6th Grade Administrator Oversee 6th Grade Discipline and 8th grade A-L, Grade Level Meetings and Conferences Supervise 6th grade lunch Oversee 6th Grade Office Operations Coordinate transition of 6th graders to Horizon West Middle School with counselor Conduct Grade Level Meetings, Teachers and Students Coordinate Free/Reduced Program & Cafeteria Administrator School Safety Program/Audit Administrator Attend PM school functions as directed by the Principal Assist with Curriculum, Instruction, Assessment Alignment with Grade Level Field trip coordinator Digital Curriculum Leadership Team Athletic Director Wellness coordinator Responsible for the PBS Store Threat Assessment Team Member
Bell, Kelley	Other	Teach-In Coordinator PIE Coordinator Oversee ADDitions Coordinator School Grant Proposal Coordinator Develop school safety plan in conjunction with administration Develop student safety plans as required for students Coordinate student mental health initiatives Cultivate Partners in Education programs Initiate school and community partnerships Monitor volunteer opportunities and hours as needed AM/PM Supervision Duty Supports Counselors with Mental Health Threat Assessment Team Member
Cameron, Mallory	Math Coach	Provide coaching cycles for instructional staff of best practices for math instruction Provide support and coaching to new teachers in implementing best practices Attend all scheduled trainings specific to the role of math coach(includes state sponsored trainings) In-service on classroom set ups for effective math instruction Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services Coordinates Mathxl, Khan Academy, i-Ready Math, IXL, common assessments, and Unify data collection for math department Multi-Tier System of Support (MTSS) team member Serve as Digital Curriculum Leadership Team member Assist with device distribution, repair requests inventory, collection, and fine assessment

Name	Position Title	Job Duties and Responsibilities
		<p>Assist with designing/implementing digital device procedures and classroom curriculum</p> <p>Oversees the school FaceBook</p> <p>Multi-Tier System of Support (MTSS) team member</p>
Aulerich, Ashley	Reading Coach	<p>Instructional Strategies for reading site coordinator</p> <p>Provide coaching cycles for instructional staff of best practices for reading/ ELA instruction</p> <p>Provide support and coaching to new teachers in implementing best practices</p> <p>Attend all scheduled trainings specific to the role of Literacy Coach (includes state sponsored trainings)</p> <p>In-service on classroom set ups for effective reading instruction</p> <p>Literacy assessment to each incoming new student with subsequent proper placement according to reading achievement levels and ESE/ELL status</p> <p>Assist with developing Literacy Plan used across the curriculum</p> <p>Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services</p> <p>Coordinates i-Ready Reading program and implementation of Literacy Across the Curriculum</p> <p>Assist teachers to track student data, identify needs, and implement program</p> <p>Assist Principal with School-Wide Reading Initiative</p> <p>Multi-Tier System of Support (MTSS) team member</p>
Grnya, Steve	Staffing Specialist	<p>Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services</p> <p>Coordinate and attend Educational Planning Team (EPT) meetings with ESE and Grade Level Counselor</p> <p>OCPS LEA Representative</p> <p>Maintain school marquee</p> <p>Maintain and implement 504 documentation; supports guidance with coordination of these meetings</p> <p>Coordinate ESE Parent Conferences with counselors, teachers, and grade level clerk</p> <p>Conduct and Monitor the Staffing/Placement Process in completing all necessary documentation</p> <p>Exceptional Student Education (ESE) Services</p> <p>Assists with coordination of 504 plans</p> <p>Coordinate the Automated Reporting of State and Federal FTE reporting for the school</p> <p>Assist school personnel in the maintenance of Exceptional Education Student Records and the Preparation of said records for Audit</p> <p>Provide information on Eligibility Criteria, Placement and Program Options, and Community Resources Available for ESE Students</p> <p>Meet with all teachers to ensure accommodations are appropriate and teachers are in compliance with IEP's</p> <p>Provide Monitoring of ESE Students who are on Consultation</p> <p>Maintain logs of all Exceptional Education Meetings/Testing</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Lunch duty as assigned by the Principal or Designee</p> <p>Implement and maintain student behavior improvement plans</p> <p>Coordinate Pre-Referral activities and complete referral for Psychological educational evaluations</p> <p>Multi-Tier System of Support (MTSS) team member</p> <p>Threat Assessment Team Member</p>
Ryan, Chad	ELL Compliance Specialist	<p>Serves as liaison between school, area and parents for LEP students</p> <p>LEP Chairperson as Principal's Designee</p> <p>Assists in enrollment of possible LEP students</p> <p>Reviews enrollment forms for completion of Home Language Survey</p> <p>Assists in the arrangement for LEP's language proficiency testing</p> <p>Reviews and updates Student Cumulative Folders for LEP folders</p> <p>Ensures that 130 FTE code is reflected on student schedules</p> <p>Evaluate student progress for exiting ELL program</p> <p>Articulates with Feeder Schools</p> <p>Ensures compliance with federal, state and district policies with regards to ELL students</p> <p>Attends district Parent Leadership meetings</p> <p>CELLA Testing Coordinator along with Nicole Sims</p> <p>Monitor Student Progress/Develop ANI's for all students in academic needs, updates SMS and makes referrals to MTSS coordinator</p> <p>Maintain Testing Log</p> <p>Complete Monitoring Log</p> <p>Monitor Procedural Compliance Standardized Testing</p> <p>School/Campus/Hall Supervision as assigned by the Principal or Designee</p> <p>Coordinates HWMS MPLC</p> <p>Multi-Tier System of Support (MTSS) team member</p>
Stanley, Tiffany	Curriculum Resource Teacher	<p>New Teacher Induction/Mentor Program Coordinator</p> <p>Coordinate Curriculum, Instruction, Assessment Alignment with Assistant Principal of Instruction for all grades and subject areas</p> <p>Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services</p> <p>Classroom visitations for coaching and professional development purposes</p> <p>Work with teachers to track student data, identify needs, plan appropriate instruction and interventions, and maintain data wall</p> <p>School Wide Professional Development Coordinator</p> <p>Oversee IMS, PMS and other district/school reports and training</p> <p>Participate in Instructional Leadership Team Meetings</p> <p>Leadership role in school progress monitoring</p> <p>Deliberate Practice Plan Coordinator</p> <p>Lunch Duty as assigned by the Principal or Designee</p> <p>School/Campus/Hall Supervision as assigned by the Principal or Designee</p> <p>Assist with Teach-In</p> <p>Assist with Access for ELLs</p> <p>Multi-Tier System of Support (MTSS) team member</p>

Name	Position Title	Job Duties and Responsibilities
Logan, Judy	Dean	<p>7th Grade Administrator</p> <p>Oversee 7th Grade , Grade Level Meetings and Conferences</p> <p>Supervise 7th grade lunch</p> <p>Oversee 7th Grade Office Operations</p> <p>Coordinates Teacher Recognition Program</p> <p>Attend PM school functions as directed by the Principal</p> <p>Assist with Curriculum, Instruction, Assessment Alignment with Grade Level</p> <p>School/Campus/Supervision, as assigned by the Principal, including extracurricular activities</p> <p>Participate in Instructional Leadership Team Meetings</p> <p>Oversees school website, FB, Instagram and twitter accounts-all Social Media</p> <p>Responsible for Mega Morning Tutoring-Power Hour</p> <p>Supports Testing Coordinator with Data Analysis</p> <p>Member of the SAC and MTSS Team</p> <p>Threat Assessment Team Member</p>
Hargrett, Nicole	Assistant Principal	<p>Threat Assessment Team Member</p> <p>Monitors and track trends in student performance across all academic areas, CTE courses, and electives.</p> <p>Oversee ELL program</p> <p>School Advisory Council (SAC), School Site Strategic</p> <p>Supervise attendance clerk and process</p> <p>Oversee Health Care Related IE. Vision/Hearing Testing, etc.</p> <p>Monitors School Wide PD and Calendar Updates</p> <p>Supervise Facility Rental's Coordinator</p> <p>Maintaining Registration Process</p> <p>Monitors and track trends in student performance across all academic areas, CTE courses, and electives.</p> <p>School Advisory Council (SAC), School Site Strategic</p>
Flanagan, Kevin	Assistant Principal	<p>Master Schedule</p> <p>Develop School Safety Plan</p> <p>Coordinator Digital Curriculum</p> <p>Coordinate Fixed Asset Inventory</p> <p>Supervise all counselors</p> <p>Threat Assessment Team Member</p> <p>Administrator over discipline and PBS</p> <p>Duty Roster and Monitoring of duty assignments for school</p> <p>Supervisor of Supervise Clubs, Co-Curricular Activities and Athletic Director/Department</p> <p>Monitors and track trends in student performance across all academic areas, CTE courses, and electives.</p> <p>PTSO Liason</p> <p>Monitors School Wide PD and Calendar Updates</p> <p>Responsible for Report Cards and Progress Reports Distribution</p>

Name	Position Title	Job Duties and Responsibilities
Thomas, Michelle	Principal	<p>Accountable for the Total School Program - School Board Policy</p> <p>Budget Allocations and Expenditures</p> <p>Internal Accounts Receipts and Expenditures</p> <p>School Advisory Council (SAC), School Site Strategic Planning and School Improvement Plan Development</p> <p>Supervise Curriculum, Instruction and Extracurricular Program</p> <p>Employment, Assignment and Supervision of Instructional and Non-instructional Personnel</p> <p>Curriculum Development, Program Planning, Assessment and Evaluation</p> <p>School Supervision</p> <p>School-Community Relations</p> <p>Instructional and Non-instructional Observations/Assessments</p> <p>Staff Duty Assignments and Supervision</p> <p>Assignment of Supplemental Positions</p> <p>Coordinate New Student Orientation Program; Open Houses with Administration and Student Services Personnel</p> <p>Parent Communication</p> <p>Oversee Media Center Operations</p> <p>Oversee ESE Program</p> <p>Supervise the monitoring of Gifted screening process for equal access to all students</p> <p>Oversee Activities Director</p> <p>OTHER DUTIES AS ASSIGNED BY THE AREA SUPERINTENDENT</p>

Demographic Information

Principal start date

Monday 7/1/2019, Michelle Thomas

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.*

3

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.*

22

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,328

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

12

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

14

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	0	404	443	431	0	0	0	0	1278
Attendance below 90 percent	0	0	0	0	0	0	70	122	134	0	0	0	0	326
One or more suspensions	0	0	0	0	0	0	3	16	38	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	7	1	7	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	2	3	4	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	58	99	97	0	0	0	0	254
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	81	79	70	0	0	0	0	230
Number of students with a substantial reading deficiency	0	0	0	0	0	0	58	99	97	0	0	0	0	254

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	0	59	90	94	0	0	0	0	243

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

Date this data was collected or last updated

Saturday 8/6/2022

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	0	426	412	442	0	0	0	0	1280
Attendance below 90 percent	0	0	0	0	0	0	52	58	63	0	0	0	0	173
One or more suspensions	0	0	0	0	0	0	57	28	19	0	0	0	0	104
Course failure in ELA	0	0	0	0	0	0	77	19	20	0	0	0	0	116
Course failure in Math	0	0	0	0	0	0	34	21	9	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	41	56	50	0	0	0	0	147
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	48	57	0	0	0	0	137
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	0	44	56	56	0	0	0	0	156

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	426	412	442	0	0	0	0	1280
Attendance below 90 percent	0	0	0	0	0	0	52	58	63	0	0	0	0	173
One or more suspensions	0	0	0	0	0	0	57	28	19	0	0	0	0	104
Course failure in ELA	0	0	0	0	0	0	77	19	20	0	0	0	0	116
Course failure in Math	0	0	0	0	0	0	34	21	9	0	0	0	0	64
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	41	56	50	0	0	0	0	147
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	48	57	0	0	0	0	137
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	0	44	56	56	0	0	0	0	156

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

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	64%	49%	50%					52%	54%
ELA Learning Gains	57%							52%	54%
ELA Lowest 25th Percentile	44%							45%	47%
Math Achievement	74%	36%	36%					55%	58%
Math Learning Gains	70%							55%	57%
Math Lowest 25th Percentile	64%							50%	51%
Science Achievement	65%	55%	53%					51%	51%
Social Studies Achievement	81%	61%	58%					67%	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					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
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					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	27	35	24	37	45	41	26	43			
ELL	51	53	46	66	68	63	57	70	63		
ASN	74	76	54	86	74		65	92	84		
BLK	66	56	21	66	71	50	58	65	82		
HSP	57	54	44	68	69	64	67	74	65		
MUL	68	33		80	71						
WHT	70	59	49	82	70	68	65	89	76		
FRL	57	52	36	65	68	56	61	75	62		
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	24	48	46	29	43	43	35	42			
ELL	52	65	63	60	60	58	53	74	63		
ASN	77	62		76	63		70	86	81		
BLK	61	58	27	51	42	50	59	84	62		
HSP	58	64	63	65	61	54	57	75	69		
MUL	69	73		50	60						
WHT	72	59	33	79	60	50	75	80	84		
FRL	54	58	53	55	49	44	47	69	68		
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

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)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Math and ELA learning gains among the lowest performing 30% of students lag behind learning gains of all students. In ELA the lower 30% scored 16 points lower than other students in learning gains. Math lower 30% students scored seven points lower than other students in learning gains. ELL students continue to underperform when compared to non ELL students.

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

Learning gains and proficiency in ELA and learning gains in lower 30% of math are the greatest need of improvement. Closing the learning gap between ELL and non ELL students by increasing proficiency on ELA at every grade level.

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

We are still experiencing effects of learning loss during COVID shutdowns. Many students in 7th grade who were not present on campus for the prior school year do not perform on the same level of their peers. Many of these students missed the traditional transition year in 6th grade during blended learning and had not been on campus until the beginning of their 7th grade year. These students demonstrated noticeable declines in both behavior and academic performance. Additional interventionists, extended learning opportunities, and more frequent progress monitoring will be required to address these gaps.

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

Math proficiency levels and learning gains among students not in the lowest 30% increased. Learning gains in math increased by 14 percentage points while overall proficiency increased by 5 percentage points.

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

Math professional learning community meetings were changed in format and structure. The entire department met as a group to discuss best practices, identify areas of concern, and develop rigorous instructional models. Vertical alignment through whole group meetings allowed all teachers on the team to provide support for other grade levels. Grade level PLCs met in breakout sessions to plan specific lesson plans and intervention strategies. School-based math coach led all these meetings to assist in all areas of the planning and execution of lessons as well as data analysis.

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

Blocked classes for lower level students will be implemented to increase student learning opportunities in growth areas. ELA department will use the department meetings with grade-level breakout session to increase vertical alignment and develop rigorous assessments and instructional models to include extended professional development for instruction of ELL students. Interventionist teachers in math and ELA will provide push-in services to provide small group and individual instruction.

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

Teachers will attend district training for new BEST standards. School-based coaches and leadership team will provide professional development and coaching in implementation and assessment models for new standards. Data analysis and action plan professional development will be provided for all teachers with less than three years experience and as needed for teachers whose performance monitoring scores do not meet expected growth. Continued professional development in instructional models and interventions for ELL students is required.

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

Reading and math coaches will attend all PLC meetings for their respective departments. Modeling and observation opportunities will be provided for teachers with less than three years experience to enhance pedagogy. All teachers will attend district training in implementation of BEST standards.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus
Description
and****Rationale:**

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

New state standards introduced in ELA, Math, and Civics will required adjustment to the scope and sequence, instructional model, and assessment mechanisms for all students.

Measurable**Outcome:**

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

For proficiency in ELA the target goal is 70%, for the math the target goal is 80%, and for Civics the target goal is 87%. Each target goal represents an increase of 6% points from prior assessment using the old standards. Proficiency gap between ELL and non ELL students will lower by 5 percentage points.

Monitoring:

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

Student proficiency progress will monitored with each progress monitoring assessment and through common assessments delivered to common course code numbers.

Person

responsible for monitoring outcome:

Kevin Flanagan (kevin.flanagan@ocps.net)

Evidence-based**Strategy:**

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

Teachers will meet in PLC groups with content coaches and administrator to analyze progress monitoring assessments to determine areas of remediation required to meet proficiency goals.

Rationale for Evidence-based

Data analysis and common planning utilizing standards-based assessments provides real-time progress monitoring to develop intervention and remediation plans based on the most current data available. Incorporating common assessments with state

Strategy:

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

assessments conducted three times per year allows for teachers to adjust instructional models and scope and sequence to address growth opportunities for struggling students and enrichment activities for students who have demonstrated mastery of the material. By meeting in PLC groups with coaches and administration, a common understanding of standards and expectations can be formed to provide equal opportunities for all students.

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.

All teachers will attend district training on new BEST standards.

Person Responsible Kevin Flanagan (kevin.flanagan@ocps.net)

Teachers will meet in common planning to review CRMs and additional district resources to create common assessments and rigorous lesson plans based on new standards.

Person Responsible Kevin Flanagan (kevin.flanagan@ocps.net)

Teachers will continuously monitor growth towards the proficiency goals in data analysis meetings held in grade level PLCs. Data meetings will include planning for remediation and/or acceleration for specific students including adjustment of the scope and sequence to address and proficiency gaps identified through progress monitoring assessments.

Person Responsible Kevin Flanagan (kevin.flanagan@ocps.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus
Description and
Rationale:**

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

Student learning gains among the lowest performing 30% of students in both ELA and math lagged behind counter parts not in that subgroup in addition continued learning gaps exist between ELL and non ELL students.

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

Learning gains in the lowest performing 30% will increase by 5 percentage points in both ELA and Math. Learning gap between ELL and Non ELL students will decrease by 5 percentage points in ELA.

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

Progress monitoring state exams completed in August and January as well as common assessment data will be disaggregated to track learning gains of the lowest 30% and ELL students.. The first state issued exam will be used to set the baseline for student learning gains for the rest of the year.

Person responsible for monitoring outcome:

Tiffany Stanley (tiffany.stanley@ocps.net)

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

Students in the lowest performing 30% will have a block schedule taught by a single teacher to allow for additional instructional time for remediation and addressing learning gaps. In addition, block classes will have interventionist teacher assigned for at least half the block to allow for a rotational instructional model with small group, differentiated instruction.

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

Students with learning gaps might struggle with mastering new material while continuing to address critical foundational needs in a single period class. Blocking students with one teacher for two consecutive periods provides flexibility for small group instruction, individual attention, additional individual practice, review and remediation whole group instruction, and individual technology based learning paths. Adding an interventionist for a least half the period will allow for more individualized instruction, increased supervision, and opportunities for small group remediation when necessary.

**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.

Schedule lower 30% of Math students in block class of intensive math and grade-level appropriate math course code. Create reading block classes for 7th grade students to include intensive reading and ELA instruction delivered in a single block instructed by the same teacher.

Person Responsible Kevin Flanagan (kevin.flanagan@ocps.net)

Analyze baseline data from first state progress monitoring exam to set individual student goals and instructional model for the 2022-23 school year.

Person Responsible Kevin Flanagan (kevin.flanagan@ocps.net)

Conduct data analysis meetings with PLC groups and individual teachers to plan for remediation and rotational model

Person Responsible Kevin Flanagan (kevin.flanagan@ocps.net)

Schedule available interventionists for at least one half of each block period.

Person Responsible Kevin Flanagan (kevin.flanagan@ocps.net)

#3. Positive Culture and Environment specifically relating to Welcoming School Environment for all**Area of Focus****Description and Rationale:**

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

Many of the data indicators show slight increases in performance but still show learning loss related to school closures and blended learning methods. Students unaccustomed to the school environment struggled as indicated by an increase in discipline incidents and greater proportion of missing assignments as compared to prior non-blended learning years.

Measurable Outcome:

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

School will continue to support student needs with life skills, community engagement activities, and campus beautification to promote positive relationships with the school environment. Improvements to student life skills, community engagement, and campus beautification will result in a drop of discipline incidents by 10% year to year.

Monitoring:

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

Quarterly discipline reports will be pulled and compared year to year.

Person responsible for monitoring outcome:

Judy Logan (judy.logan@ocps.net)

Evidence-based Strategy:

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

Stronger ties between the community and the school including student mentors, engaged community members, and positive campus environment increase student morale and community identification. Increasing students happiness at school and reinforced coping mechanisms and support structures should decrease undesired behaviors while on campus.

Rationale for Evidence-based Strategy:

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

Providing adequate student support and promoting positive connections with the school increase not only student body awareness but develop community ties and promotion of the school. This should increase engagement of all members of the community, including family members with students at our school.

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.

Facilitate campus beautification projects supported by PTSO, school, and SAC funds to promote a positive school environment.

Person Responsible

Michelle Thomas (michelle.thomas@ocps.net)

Appropriate mentoring and tutoring activities to promote life skills and student coping strategies. Including special presentations, Teach-in participation, and student community mentors.

Person Responsible

Kelley Bell (kelley.bell@ocps.net)

Community engagement activities including school festivals, fine arts performances in the community, and integrated showcase programs will be delivered at least once per quarter.

Person Responsible Kelley Bell (kelley.bell@ocps.net)

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.

Horizon West Middle School encourages positive school culture and environment through overlapping initiatives to include: positive behavior reinforcement, district mental health trainings, PTSO sponsored school-wide activities, boys and girls club student activities based on student interest, an active additions volunteer program, spirit week celebrations, cultural recognition months, Student government sponsored school social events, and parent engagement activities during non school hours. Each of the activities promotes building school culture through mutual respect and recognition of the diverse population of Horizon West Middle School. All programs are designed to actively engage in students, staff, parent, and community members in celebrating the accomplishments of a multitude of students while addressing special needs of students still dealing with pandemic induced anxiety or social concerns.

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

PTSO has scheduled schoolwide functions to include community engagement activities and guest speakers throughout the year at Horizon West Middle School. PTSO in partnership with SAC will be engaged in school beautification projects to make HWMS a welcome environment for learning. Our Additions Coordinator is actively recruiting new community partners to provide financial, physical, and in kind donations to promote positive student behaviors and reward student successes. Our SAFE coordinator and school counselors monitor and assist students with special concerns to create a supportive and accepting environment for students in crisis. Our Deans have devised the PBS system to reward positive student behaviors across campus. Assistant Principals recognize the student of the week, teacher of the week, and team recognition. The Principal continues to develop community relations through Partners in Education, PTSO, local businesses and homeowner associations.