Horizon High School

2022-23 Schoolwide Improvement Plan

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Horizon High School

10393 SEIDEL ROAD, Winter Garden, FL 34787

[no web address on file]

Demographics

Principal: Andrew Jackson

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	25%
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: B (60%) 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.

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10393 SEIDEL ROAD, Winter Garden, FL 34787

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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)

High School
9-12

No

25%

Primary Service Type
(per MSID File)

Charter School

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

K-12 General Education

No

61%

School Grades History

Year	2021-22	2020-21
Grade	B	

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
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
Jackson, Andrew	Principal	Supervises the administrative team; leads curriculum and instruction across the entire campus; provides student supervision assignments; curriculum leader for Social Studies, Student Leadership/SGA; Title IX, threat assessments, social media/website, and athletics; plans and coordinates pre-planning and professional development; manages school budget/supplements.
Hammons, Glenda	Assistant Principal	Curriculum leader for Language Arts, Reading, ESOL, Career and Technical Education, and Physical Education; coordinates Khan Academy/College Board/OSP/College Board Opportunity Scholarship/Princeton Review; liaison for transportation and field trips; leader for student attendance and guest teachers; completion and update of school improvement plan; attend SAC meetings for the purpose of sharing school based information; supervise Advanced Studies; coordinates after school tutoring; supervises testing; Class of 2024 Cohort Liaison.
Russell, Anthony	Assistant Principal	Curriculum leader for Mathematics, Fine Arts, Performing Arts, World Languages, and National Defense Cadet Corps; manages facilities, inventory, keys, and custodial; coordinates emergency drills; supervises discipline, deans and Positive Alternative to School Suspension; Minority Achievement Office representative; Class of 2025 Cohort Liaison.
Kenaio, Wessal	Assistant Principal	Curriculum leader for Science, ESE, and Student Services team; creates the master schedule; responsible for report cards, progress reports, grade verification, transcripts, curriculum/registration guide, ESE/504 documentation; coordinates student recognition events- Honor Roll, Pursuit of Excellence Award; facilitates FTE/Accountability, Dual Enrollment, FAFSA, Super Scholars, Scholarships, Student Services Parent Nights; monitors graduation rate; Class of 2023 Cohort Liaison.
Siers, Sherrie	Curriculum Resource Teacher	Attend meetings necessary for the efficient operation of the school and curriculum development Provide professional development, to match instructional needs and/or to develop collective efficacy within the staffulty Provide support and resources, including intervention, accommodations, tutoring and other strategies to match student need Model and coach effective instructional techniques Communicate resources and needs to the administration team Monitor the lowest 25% of ELA students Assist in the orientation of new teachers, including on-going support and professional development, classroom visitations, and individual support Assist mentors and mentees Collect and disseminate student data to the corresponding departments and assist in the data mining protocol Establish and implement a plan with systematic checkpoints for progress monitoring in ELA and Reading Khan Academy/OSP

Name	Position Title	Job Duties and Responsibilities
		Intern Assignments Track and submit in-service records and points for the school faculty Classroom walkthroughs and providing actionable feedback Other duties as assigned by the principal
Fiquette, Morgan	Dean	Supervise students before/after school, between classes and during lunches according to supervision schedule Provide after school/event supervision according to the activity schedule Attend administrative meetings Provide proactive discipline for referrals for assigned students Provide coaching for classroom teachers for level 1 infractions as necessary Team (ACST) Meetings Communicate interventions from ACST to teachers and guidance counselor Monitor effectiveness of interventions from ACST Process Level 4 infractions Address digital infractions resulting in damage to devices Collect Code of Conduct student acknowledgement Other duties as assigned
Watts, Ashton	Dean	Supervise students before/after school, between classes and during lunches according to supervision schedule Provide after school/event supervision according to the activity schedule Attend administrative meetings Provide proactive discipline for referrals for assigned students Provide coaching for classroom teachers for level 1 infractions as necessary Team (ACST) Meetings Communicate interventions from ACST to teachers and guidance counselor Monitor effectiveness of interventions from ACST Address digital infractions resulting in damage to devices Collect Code of Conduct student acknowledgement Process Level 4 infractions Coordinate transportation (bus liaison), free/reduced lunch Other duties as assigned
Hassan, Elizabeth	Staffing Specialist	IEP facilitation and LEA Testing Accommodations PEER training ESE Lead MTSS Team ESE Testing/FSAA ESE facilities and equipment ESE student and staff schedules Facilitate enrollment and transition of new students with disabilities Assure appropriate placement of students with disabilities Assist in the development of post-secondary plans to include transition to OCPS facilities where appropriate Monitor academic progress of students with disabilities and conference with

Name	Position Title	Job Duties and Responsibilities
		students as needed Participate in child study team meetings as appropriate Articulate with middle schools for students with disabilities Assist with administration and proctoring of national, state, and district testing Complete/assure completion of ESE paperwork Schedule/Hold/Assure parent meetings are held as needed Process SSD applications Any other duties as assigned by administration
Gallup, Jeffrey	Other	Facilitate digital checkout Provide and inventory print materials, AV materials, and equipment for staff Coordinate student laptop checkout with technology representatives/district Dual Enrollment voucher facilitation and inventory management Issue student and staff ID cards Conduct media center inventory Webmaster Instructional Digital Support Any other duties as assigned by administration
Cartwright, Wendy	Other	Collect items and documentation for 5 Star Program and prepare for submission Attend administrative meetings Contact for student and staffulty parking Process parking applications for students Revoke parking privileges for students habitually non-compliant to parking contract Coordinate Additions and Partners in Education Liaison to clubs/activities on campus Support for student leadership/SGA Any other duties as assigned by administration
Drabczyk, Scott	Other	Assure appropriate professional and ethical sports program Assign and assess coaching staff that supports appropriate professional and ethical program Prepare athletic schedules and contracts Supervise officials for athletic schedules and contracts Maintain equipment inventory Title IX Coordinator Support student athlete tutoring program Maintain athletic department budget Maintain athletic facilities Serve as FHSAA representative Partner in Education Field Trips Maintain Marquee Any other duties as assigned by administration

Name	Position Title	Job Duties and Responsibilities
Geminiani, Christiane	ELL Compliance Specialist	ELL Compliance WIDA Access testing IPT testing, as needed ESOL instructional support LY and LF monitoring Conduct Multilingual Parent meetings, a minimum of one per semester Facilitate testing accommodations, as needed Monitor academic progress of junior and senior ELL students and conference with students as needed
Randolph, Paulette	Other	MVP (McKinney-Vento Program) Homeless family coordinator Liaison for student crisis issues SAFE referrals Baker Acts Threat Assessments and TATM Counseling/group sessions Attend administrative meetings Provide after school/event supervision according to the activity schedule Coordinate with schoolwide discipline plan Maintain PEER counseling class/program Implement school crisis plan Arrest records SSP A-4 & DCF contact Lakeside contact Any other duties as assigned by administration
Rowland, Krista	Other	Responsible for all standardized testing with the exceptions of AP, AICE, FSAA, and WIDA Access. Alternate bell schedule for testing Coordination with FNS regarding alternative schedules Testing room assignments State testing corrections
Rupp, Mell	Other	Coordinate Cambridge AICE Diploma Program Support Advanced Placement and AICE Program teachers Tracks student acceleration (AP and AICE) Responsible for AP and AICE testing Provide after school/event supervision according to the activity schedule
Salazar, Andrew	Dean	Supervise students before/after school, between classes and during lunches according to supervision schedule Provide after school/event supervision according to the activity schedule Attend administrative meetings Provide proactive discipline for referrals for assigned students Provide coaching for classroom teachers for level 1 infractions as necessary Team (ACST) Meetings

Name	Position Title	Job Duties and Responsibilities
		Communicate interventions from ACST to teachers and guidance counselor Monitor effectiveness of interventions from ACST Address digital infractions resulting in damage to devices Collect Code of Conduct student acknowledgement Process Level 4 infractions Other duties as assigned
Miller, Adam	Dean	Supervise students before/after school, between classes and during lunches according to supervision schedule Provide after school/event supervision according to the activity schedule Attend administrative meetings Supervise guest teacher assignments and class coverage Attend and lead attendance Child Study Team (ACST) Meetings Communicate interventions from ACST to teachers and guidance counselor Monitor effectiveness of interventions from ACST Responsible for Detention/Attendance Support teachers and attendance clerk Monitor daily attendance reports Contact parents of students habitually tardy to school Process referrals for discipline actions for students tardy to school (not class) Support attendance clerks, administrators, deans, and teachers to ensure attendance procedures are followed Sign 5-day and 10-day absence letters on a weekly basis Review un-submitted attendance report on a daily basis to ensure attendance is properly recorded Other duties as assigned

Demographic Information

Principal start date

Friday 7/1/2022, Andrew Jackson

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.*

13

Total number of teacher positions allocated to the school

115

Total number of students enrolled at the school

2,028

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
42

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	0	0	0	588	554	463	430	2035
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	171	173	142	602
One or more suspensions	0	0	0	0	0	0	0	0	0	47	13	17	14	91
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	33	15	22	73
Course failure in Math	0	0	0	0	0	0	0	0	0	1	5	18	27	51
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	118	68	84	0	270
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	101	106	97	29	333
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	118	68	84	0	270

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	0	0	0	104	101	105	46	356

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	0	0	0	1	0	0	1

Date this data was collected or last updated
Friday 7/29/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	56	60	1	147

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	377	324	332	1	1034
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	67	112	89	1	269
One or more suspensions	0	0	0	0	0	0	0	0	0	11	19	14	0	44
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	18	35	1	68
Course failure in Math	0	0	0	0	0	0	0	0	0	24	18	31	0	73
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	29	37	39	0	105
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	24	33	38	0	95
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	29	37	39	0	105

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	56	60	1	147

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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	65%	49%	51%					55%	56%
ELA Learning Gains	60%							53%	51%
ELA Lowest 25th Percentile	51%							40%	42%
Math Achievement	52%	36%	38%					43%	51%
Math Learning Gains	54%							49%	48%
Math Lowest 25th Percentile	49%							46%	45%
Science Achievement	77%	31%	40%					70%	68%
Social Studies Achievement	75%	43%	48%					73%	73%

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

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

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

			BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
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	30	49	43	25	42	32	37	50			
ELL	49	57	50	42	50	48	58	61			
ASN	74	68		53	50		81	71			
BLK	50	44	33	35	58	65	73	75			
HSP	61	60	49	46	49	44	68	76			
MUL	63	50									
WHT	71	64	57	63	60	52	87	74			
FRL	52	46	40	40	50	46	67	78			
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

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
OVERALL Federal Index – All Students	58
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	37
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	50
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	66
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	54
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	55
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	57
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	66
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	51
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?

For progressive monitoring, first quarter data started higher in all subject areas, with the exception of Biology, which stayed consistent at 78. ELA 9, ELA 10, Geometry and US History showed growth from 2nd quarter to 3rd quarter. On the 3rd quarter progress monitoring assessment Biology dropped 6% but

showed growth from quarter 3 to the FSA. Algebra 1 showed growth from quarter three to the EOC, as well, growing from a 43% proficient to 47% on the EOC. ELA, Geometry and US History earned lower numbers in proficient scores on the FSA/EOC than in 3rd quarter. On the EOC and FSA, in three of the four tested areas, students with disabilities scored below the ESSA threshold of 41%: ELA at 30%, Math at 25.4%, and Science at 36.8%. Math scored below the threshold in four subareas: Economically Disadvantaged, SWD, Black/African American, and Hispanic.

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

Progress monitoring and EOC/FSA scores show a need for improvement in students with disabilities, in almost all areas, with the exception of US History. Based on the Math EOCs, students with disabilities are the greatest area of need, performing at 25.4% of students who earned a 3+, well below the 41% threshold for ESSA. Nearly 70% (69.8%) of SWD scored a 1 on the Math EOC. Rankings within our school district, indicate areas of improvement are needed for ELA 10 and USHistory, as they have performed below schools with similar demographics.

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

Contributing factors for performance could include student learning conditions, due to possible unevenness of learned circumstances during the prior school years, due to the pandemic. As we are a new school, we did have some teachers in electives and the math department, who taught both middle school and high school level courses, which may have been a factor. School growth could be another factor, as we balanced classes and on-boarded teachers during the school year, which sometimes disrupted student learning. Action to be taken to address the need for improvement includes ensuring that teachers only taught courses for the high school, providing limited number of preparations for teachers and providing PLCs with common planning, when possible.

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

The most improvement overall would be learning gains in the lowest 25% in English. We ranked 2nd in the district, with a proficiency of 51%. Our high school students in Math, overall, ranked first in proficiency within the 22 high schools of our district. The lowest 25% in Math moved from a 41% proficient during the 2020-2021 school year to 49%. This moved their rank within the district from 16th to 8th.

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

Contributing factors for improvement could have been students and teachers becoming more comfortable in the in-person learning environment. Another contributing factor could be the focus on data driven discussions within PLCs and data chats taking place with students identified in the lowest 25%.

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

This year will be difficult for acceleration in learning, due to new standards and testing being implemented in four of the six tested areas. Purposeful common planning is needed for teachers to development an understanding of the new standards and ensure that their lessons meet the rigor of the new learning with effective, high yield instructional strategies. Frequent data analysis needs to occur after assessments to monitor student progress and make adjustments as needed.

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

Teachers will be provided professional development on organizing students for learning. Teachers will also receive professional development on providing accommodations as indicated on students' individualized education plans and strategies to support ESE students to maximising their learning potential. Tested areas will be provided training with opportunities to data mine results after each progress monitoring assessment. ELA and Math will continue to work within PLCs and with teacher leaders to understand their new standards.

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

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

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 Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Horizon High School with increase student performance in Mathematics for students with disabilities by focusing on standards-based instruction, progress monitoring student mastery of standards and integrating opportunities for students to be organized into groups to process content and deepen knowledge. This focus was determined from 21-22 scores on the Algebra 1 and Geometry EOC for all SWD students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Horizon High School will increase the performance of students identified as SWD from 37% to 44%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Assistant Principal supervising Mathematics, with the CRT, will monitor the progress of Algebra 1 and Geometry classes throughout the school year. The AP will determine the effectiveness of the instructional strategies and achievement of students based upon formative and summative assessments for units of study and Progress Monitoring assessments three times per year. Additional support will be provided through the ESE department and Math Interventionists. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data, as available.
Person responsible for monitoring outcome:	Anthony Russell (anthony.russell@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this area of focus is organizing students for learning based upon The Art of Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	This strategy supports the OCPS 2025 strategic plan objectives of high expectations for all student learning. Organizing student for learning will allow students to engage in learning by interacting with other students process and understand knowledge.

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.

1. Teachers will be provided professional development on organizing for learning to guide their planning.

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

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

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

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

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

4. PLC groups will review summative data at the end of each unit, as well as the Progress Monitoring activities to monitor student mastery of standards.

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

5. The Assistant Principal supervising Mathematics will conduct data chats throughout the year with teachers. The teachers, coach, administrators and/or Math interventionist will conduct data chats throughout the school year with students.

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

#2. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Horizon High School will increase student performance in US History by focusing on standards-based instruction, progress monitoring student mastery of standards, and integrating opportunities for students to be organized into groups to process and deepen understanding of content. This focus was determined by using data from EOC scores from the 2021-2022 school year and identifying this subject area as the largest area of need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Horizon High School will increase student performance on the US History EOC from 73% to 80%. This focus was determined by using data from EOC scores from the 2021-2022 school year and identifying the largest area of need.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The assessing administrator over Social Studies, along with the instructional coach, will monitor the progress of US History throughout the school year. They will determine the effectiveness of instructional strategies and achievement of students based upon formative and summative assessments for each unit as well as progress monitoring assessments three times a year. This will be accomplished through classroom walks and analysis of student data, as available.
Person responsible for monitoring outcome:	Andrew Jackson (andrew.jackson2@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this area of focus is organizing students for learning based upon The Art of Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	This strategy supports the OCPS 2025 strategic plan objectives of high expectations for all student learning. Organizing student for learning will allow students to engage in learning by interacting with other students process and understand knowledge.

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.

Teachers will be provided professional development on organizing for learning to guide their planning.

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

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

Person Responsible   Andrew Jackson (andrew.jackson2@ocps.net)

PLC groups will review summative data at the end of each unit, as well as the Progress Monitoring activities to monitor student mastery of standards.

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

The administrative team will conduct data chats throughout the year with teachers. The teachers, coach, instructional support and/or administrators will conduct data chats throughout the school year with students.

Person Responsible   Andrew Jackson (andrew.jackson2@ocps.net)

#3. Positive Culture and Environment specifically relating to building positive and productive student engagement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Horizon High School staffulty will develop an increased understanding of organizing students to facilitate learning, leading to improved engagement in the learning process, overall academic achievement, and a positive school culture and environment.This focus was determined based upon the fact that our school is relatively new and continues to grow at a rapid pace, proving a need to build a foundation of positive and productive environment for learning.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student engagement will increase as shown through classroom observation data and ultimately increased academic achievement.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The leadership team will monitor the progress of student engagement throughout the school year by providing professional development deliverables, classroom observations, and analysis of survey data from staff and students.
Person responsible for monitoring outcome:	Glenda Hammons (glenda.hammons@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy being implemented for this area of focus is organizing students for learning based upon The Art of Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This strategy supports the OCPS 2025 strategic plan objectives of high expectations for all student learning. Organizing students for learning will allow students to engage in learning by interacting with other students to process and understand content.

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.

Teachers will be provided professional development on organizing for learning to guide their planning.

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

School leaders will communicate and reinforce the premise that faculty and staff promote students' positive attitude towards school and their own well-being, resulting in a positive impact on academic achievement.

Person Responsible   Glenda Hammons (glenda.hammons@ocps.net)

School staff will create opportunities for students to be connected through clubs, student organizations, and athletics to support a positive school connection.

Person Responsible   Wendy Cartwright (wendy.cartwright@ocps.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Horizon High School will increase student performance in ELA 10 by focusing on standards-based instruction, progress monitoring student mastery of standards, and integrating opportunities for students to be organized into groups to process and deepen understanding of content. This focus was determined by using data from FSA ELA 10 scores from the 2021-2022 school year and identifying it as an area of need. Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Horizon High School will increase student performance on the ELA 10 FAST test from 55% to 62%. This focus was determined by using data from FSA scores from the 2021-2022 school year and identifying ELA 10 as an area of need.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The assessing administrator over ELA, along with the instructional coach, will monitor the progress of ELA 10 throughout the school year. They will determine the effectiveness of instructional strategies and achievement of students based upon formative and summative assessments for each unit as well as progress monitoring assessments three times a year. This will be accomplished through classroom walks and analysis of student data, as available. Close monitoring will be made as to our placement within the district, as the assessment for this school year will be significantly different than last year.
Person responsible for monitoring outcome:	Glenda Hammons (glenda.hammons@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this area of focus is organizing students for learning based upon The Art of Science of Teaching Framework by Robert Marzano.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	This strategy supports the OCPS 2025 strategic plan objectives of high expectations for all student learning. Organizing student for learning will allow students to engage in learning by interacting with other students process and understand knowledge.

**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.

Teachers will be provided professional development on organizing for learning to guide their planning.

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

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

Person Responsible Glenda Hammons (glenda.hammons@ocps.net)

PLC groups will review summative data at the end of each unit, as well as the Progress Monitoring activities to monitor student mastery of standards.

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

The administrative team will conduct data chats throughout the year with teachers. The teachers, coach, instructional support and/or administrators will conduct data chats throughout the school year with students.

Person Responsible Glenda Hammons (glenda.hammons@ocps.net)

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

NA

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)

NA

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.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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?

NA

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?

NA

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

NA

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 order to establish a positive school culture and climate, the school will engage in ongoing professional learning as well as leadership development to achieve student success. Through the distributive leadership model, the school will use learning opportunities to strengthen team dynamics and collaboration in order to build academic expertise in all students.

The school leadership team will collaborate with students, staff, and families through processes such as the School Advisory Council, to reflect on current school culture and develop next steps for improvement.

Horizon High School is in the process of developing a positive culture and environment as a newly formed school. A three pronged approach has been taken to ensure the success of this process, including stakeholder feedback, targeted hiring practices, and professional development.

The school will utilize feedback from our spring stakeholder survey to inform plans for continued development of a positive school culture and environment. Responses from staff, students, and community surveys will be used to continue to build community within the school. Results will be shared with the staffulty during the state of the school address in August as the school year begins.

During the hiring process, the leadership team prompts candidates to respond to questions centered around establishing positive culture in their classroom and building relationships with their students. Teachers new to Horizon High School will receive orientation about our school's purpose, expectations, culture and climate. We share the survey results with new hires she they know our focus in this area.

Horizon High School will provide professional development and opportunities for students, staff, and community members to cultivate positive relationships with each other through school and community events. We will recognize students, faculty, and staff for their efforts in academics, arts, athletics, and activities on campus. When possible, we will extend this recognition to include parents, community members, and partners in education.

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

Parents will participate in PTSO and SAC, providing input and feedback to the school about experiences their students are having on campus. Students will participate in the the Student Government Association, the Interclub Council, and extracurricular activities, such as clubs, organizations, and sports. Faculty/Staff/Administrators will incorporate positive student interactions in the classroom and across campus. They will develop relationships with students that result in building trust. Community members and Partners in Education will provide resources and support for the school that will facilitate the development of a positive culture and environment promoted by the stakeholders as listed above.