

Volusia County Schools

Horizon Elementary School



2022-23 Schoolwide Improvement Plan

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Horizon Elementary School

4751 HIDDEN LAKE DR, Port Orange, FL 32129

<http://myvolusiaschools.org/school/horizon/pages/default.aspx>

Demographics

Principal: Melani Johnson

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (59%) 2017-18: C (51%)
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 Volusia 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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<http://myvolusiaschools.org/school/horizon/pages/default.aspx>

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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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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.

At Horizon, we strive to provide a nurturing environment, promoting Academic Development, Individual Growth, and Mutual Respect to develop productive, responsible citizens.

Provide the school's vision statement.

In educating our students at Horizon, we strive to empower them to communicate effectively, include everyone, show empathy, and demonstrate responsibility and perseverance.

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
Johnson, Melani	Principal	As the school's primary instructional leader, the principal communicates a vision for student achievement and guides the team's work. The principal works closely with the school's leadership team to determine the needs of Horizon Elementary. The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers.
Speidel, Teresa	Assistant Principal	Assistant Principal: The assistant principal works closely with the school's leadership team to determine the needs of Horizon Elementary. The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers.
Lilly, Elizabeth	Instructional Coach	Academic Coach: Serves as the liaison between leadership and grade level teams. Academic and behavioral data are considered in order to determine priorities and functions of problem solving teams and professional learning communities. Teacher feedback, classroom observations and student performance data are also considered.
Sandrowicz, Bianca	Teacher, ESE	ESE Self-Contained intermediate Teacher/Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science and Social Studies; primary, intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team. Academic and behavioral data are considered in order to determine priorities and functions of problem solving teams and professional learning communities. Teacher feedback, classroom observations and student performance data are also considered.
Strickland, William	Teacher, K-12	5th Grade Gifted Teacher: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science and Social Studies; primary, intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team. Academic and behavioral data are considered in order to determine priorities and functions of problem solving teams and professional learning communities. Teacher feedback, classroom observations and student performance data are also considered.
Stephens, Dana	Teacher, K-12	Kindergarten Teacher/Grade Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers. Team members

Name	Position Title	Job Duties and Responsibilities
		represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science and Social Studies; primary, intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team. Academic and behavioral data are considered in order to determine priorities and functions of problem solving teams and professional learning communities. Teacher feedback, classroom observations and student performance data are also considered.
Williams, Sherry	Teacher, K-12	First Grade Teacher: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science and Social Studies; primary, intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team. Academic and behavioral data are considered in order to determine priorities and functions of problem solving teams and professional learning communities. Teacher feedback, classroom observations and student performance data are also considered.
Wright, Sarah	Teacher, ESE	ESE Support Facilitation Teacher/SAC Chair: The school-based leadership team identifies school-based needs and resources (materials and personnel) to determine how to best support students and teachers. Team members represent a leader from each grade level and department, with expertise in the areas of ELA, Math, Science and Social Studies; primary, intermediate grades, and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team. Academic and behavioral data are considered in order to determine priorities and functions of problem solving teams and professional learning communities. Teacher feedback, classroom observations and student performance data are also considered.

Demographic Information

Principal start date

Friday 7/1/2022, Melani Johnson

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.*

2

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.*

15

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

786

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.

13

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	114	117	129	142	121	124	0	0	0	0	0	0	0	747
Attendance below 90 percent	16	40	28	41	31	29	0	0	0	0	0	0	0	185
One or more suspensions	1	8	11	15	11	6	0	0	0	0	0	0	0	52
Course failure in ELA	0	0	0	1	6	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	32	21	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	30	23	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	8	9	10	14	6	0	0	0	0	0	0	0	47
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	9	11	13	27	19	0	0	0	0	0	0	0	80

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	3	6	2	1	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 8/19/2022

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	113	114	128	139	122	127	0	0	0	0	0	0	0	743
Attendance below 90 percent	18	23	26	21	15	24	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	9	4	2	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	17	28	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	23	31	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	16	2	3	2	0	0	0	0	0	0	0	0	0	23

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	8	9	15	0	0	0	0	0	0	0	32

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	3	2	1	4	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	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	113	114	128	139	122	127	0	0	0	0	0	0	0	743
Attendance below 90 percent	18	23	26	21	15	24	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	9	4	2	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	17	28	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	23	31	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	16	2	3	2	0	0	0	0	0	0	0	0	0	23

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	8	9	15	0	0	0	0	0	0	0	32

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	3	2	1	4	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	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	61%	53%	56%				65%	56%	57%
ELA Learning Gains	53%						55%	56%	58%
ELA Lowest 25th Percentile	31%						47%	46%	53%
Math Achievement	63%	42%	50%				69%	59%	63%
Math Learning Gains	65%						59%	56%	62%
Math Lowest 25th Percentile	51%						53%	43%	51%
Science Achievement	57%	55%	59%				65%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	58%	15%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	54%	54%	0%	58%	-4%
Cohort Comparison		-73%				
05	2022					
	2019	58%	54%	4%	56%	2%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	60%	16%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	69%	59%	10%	64%	5%
Cohort Comparison		-76%				
05	2022					
	2019	57%	54%	3%	60%	-3%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	56%	6%	53%	9%
Cohort Comparison						

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	25	34	25	31	47	39	26				
ELL	64			73							
ASN	92			100							
BLK	29	34	27	25	36	48	33				
HSP	52	44		52	75		20				
MUL	64	58		71	75						
WHT	72	58	43	74	71	54	68				
FRL	50	49	31	53	60	50	51				
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	29	38	30	28	13	18	18				
ASN	80			90							
BLK	31	40		35	20		21				
HSP	50			48							
MUL	65			56							
WHT	71	64	50	66	43	9	69				
FRL	54	56	53	51	33	11	52				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	51	52	34	48	47	33				
ELL		50			70						
ASN	92			100							
BLK	28	32	35	40	50	52	29				
HSP	69	52	50	64	63	55	67				
MUL	74	73		87	60						
WHT	72	61	52	75	61	50	73				
FRL	58	50	45	59	51	52	56				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	381

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	69
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	96
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
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	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	63
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	49
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?

ELA achievement, learning gains, and lowest quartile scores decreased. Math achievement, learning gains and lowest quartile scores increased. Science is continuing to trend downwards. The Black/African American subgroup mirrored the ELA trends, decreased in math proficiency, increased in learning gains and lowest quartile, and increased in science proficiency. The Students with Disabilities (SWD) subgroup mirrors the Black/African American subgroup data.

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

ELA Learning Gains, ELA Lowest Quartile, and Science Achievement are the three areas that demonstrate the greatest need for improvement. More specifically ELA Learning Gains, ELA Lowest Quartile, and Science Achievement are the three areas that demonstrate the greatest need for the SWD and Black/African American subgroups.

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

The implementation of the B.E.S.T. standards. Lack of fidelity with implementing new ELA curriculum. Teacher background knowledge in science.

The new actions that will be taken to address this need for improvement are to conduct PLCs focused on

analyzing data (FAST, Star Literacy, Waterford, Progress Monitoring data), identifying student needs and planning appropriate interventions and enrichments. Follow-up PLCs(data chats) will be conducted to monitor progress in all areas. Additionally, continuing professional development on the B.E.S.T. standards, the Benchmark Advanced ELA textbook, the Big Ideas textbook, along with the targeted use of educational technology to meet students' needs. Planning PLC in Science.

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

Math Learning Gains
 Math Lowest Quartile
 Science Achievement for Black/African American subgroup
 Math Learning Gains for Black/African American subgroup
 Math Lowest Quartiles Black/African American subgroup
 Math Learning Gains for SWD subgroup
 Math Lowest Quartile for SWD subgroup

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

Math intervention, coordination among Gen. Ed. and ESE teachers, data-driven PLCs, and early identification of SWD students' needs. The new actions taken were targeting iReady lessons and using ReFlex Math to build fact fluency.

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

ELA: Targeted intervention for foundational skills and comprehension using resources in the VCS grade level specific decision trees and MTSS toolkits. Targeted enrichment with higher-level text.
 Math: Implementation of the Big Ideas curriculum with fidelity, use of collaborative structures, high expectations, and use of Reflex Math to increase fact fluency in addition/subtraction and multiplication/division.

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.

Professional development opportunities will include:
 MTSS - to meet the needs of all students
 Big Ideas math resource implementation
 B.E.S.T. benchmarks for ELA and Math
 Benchmark Advanced Writing and Small Group lessons
 Integrating Technology
 PBIS - continued implementation
 Culturally Responsive Teaching

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

Vertical articulations, demo lessons, intervention teachers, purposeful use of educational technology, PLC learning walks

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 Standards-aligned Instruction**Area of Focus****Description**

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

This Area of Focus aligns with the District's Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of our Needs Assessment and Analysis revealed that our ELA achievement was 61% (down from 62% in 21, and 65% in 19) ELA Learning Gains were 53% (down from 60% in 21), our ELA Lowest Quartile was 31% (down from 50% in 21), and our Science Achievement is 57% (down from 59% in 21 and 65% in 19).

Measurable**Outcome:**

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

By May 2023, 65% of 3rd, 4th, and 5th-grade students will score at the proficiency level on the FAST PM3.

By March 2023, 95% of classroom teachers will provide students benchmark-aligned tasks utilizing the district-provided resources as evidenced through walkthroughs and observations.

Science FSSA proficiency rate will increase from 57% to 62%.

The number of teachers needing tier 2/tier 3 coaching will decrease by 50%.

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

The Area of Focus will be monitored by analyzing student data during PLCs, data-driven planning for intervention and enrichment, and ongoing PD in the B.E.S.T. benchmarks, Benchmark Advanced curriculum, Big Ideas math curriculum, and best practices in Science in order to ensure students are receiving benchmark aligned instruction and tasks.

Data used will include chapter assessments in math, SMT 1 and 2 in 5th grade Science, Science topic checks and VSTs, ELA unit assessments, STAR Early Literacy, and FAST.

Instructional practice will be monitored through data collected on the walk-through tools - specifically task aligned to benchmark. Planning protocols from teacher/coach planning sessions will be used to monitor the number of teachers needing tier 2 and tier 3 coaching.

Person responsible for monitoring outcome:

Melani Johnson (myjohns1@volusia.k12.fl.us)

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

Our evidence-based strategies are Teacher Clarity (0.75), Small Group Learning (0.47), Interventions for Students with Learning Needs (0.77), and Direct Instruction (0.82). We will monitor this through frequent walkthroughs by school-based administration and coaches. Teams and individual teachers will receive feedback to guide them in planning and instruction for input on students' learning and determining next steps. We will also monitor progress through regular PLC meetings. PLC meetings will have an emphasis on student data analysis, and how to strategically adjust instruction based on student's needs and plan for purposeful interventions.

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

The strategies chosen have higher effect sizes - Teacher Clarity (0.75), Small Group Learning (0.47), Interventions for Students with Learning Needs (0.77) and Direct Instruction (0.82) (Hattie, 2009). An effect size of 0.40 is equal to approximately one year of learning. Strategies, when implemented with fidelity, that have an effect size higher than 0.40 will likely have a greater impact on student learning.

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.

Conduct PLCs focused on analyzing data (iReady, FAST, Star Literacy/Math, and district assessments), identifying student needs and planning appropriate interventions and enrichments. Conduct follow-up PLCs (data-chats) to monitor progress in ELA, Science and Math.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Provide ongoing professional learning in the B.E.S.T. benchmarks, district Math, ELA and Science resources and curriculum materials, and intervention strategies during ERPLs/PLCs and integrate the following questions into their discussions: What do we want the students to know? How will we know if they learned it? What will we do if they didn't learn it? What will we do if they already know it?

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Create coaching cycles to support teacher growth in planning and implementing standards-aligned instruction.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Conduct learning walks with specified look-fors with a focus on standards-aligned instruction and student tasks.

Person Responsible Melani Johnson (myjohns1@volusia.k12.fl.us)

Target use of technology to differentiate standards-aligned instruction to meet students' needs. (Braining Camp, Reflex Math, Big Ideas digital tools, Waterford Reading and Math K-2). Conduct professional learning to include technology software.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Quarterly data-chats with a focus on student progress in the areas of ELA, Math and Science. Interventionists Support Facilitators, Classroom Teachers will meet with the administration team to discuss the growth of the students they serve and plan for next steps.

Person Responsible Melani Johnson (myjohns1@volusia.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support (PBIS)

Area of Focus Description and

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

The Area of Focus aligns with Strategic Plan Goal 3: Provide a safe, healthy, supportive environment. As a result of our Needs Assessment and Analysis, it revealed that students earned a total of 494 discipline referrals during the 21-22 school year, resulting in 130 suspensions. The most common discipline offenses were: hitting/striking (129), disruption intermediate (68), hitting/striking an employee (44), insubordination/defiance (38), and disruption minor (32).

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

Reduce the total number of discipline referrals and suspensions by 25% and strengthen PBIS support. With 100% teacher participation, the PBIS team will complete the PBIS checklist in the fall, spring, and at the end of the year in order to monitor the implementation of PBIS strategies.

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

The Area of Focus will be monitored by analyzing student data during PLCs, implementing behavioral interventions for at-risk students, establishing a mentor program for at-risk students, and establishing an SEL/PBIS Team for the purpose of regularly analyzing school-wide discipline data and fully implementing the PBIS structure. Completion of the PBIS checklist in the fall, spring, and at the end of the year will provide evidence of our school's PBIS initiatives.

Person responsible for monitoring outcome:

Melani Johnson (myjohns1@volusia.k12.fl.us)

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

Our evidence-based strategy is fully implementing Positive Behavior and Support (PBIS) school-wide. We will monitor this through frequent walk-throughs by school-based administrators and coaches. Teams and individual teachers will receive feedback to guide them in planning instruction for student's social and emotional needs. The PBIS team will engage in regular data analysis of discipline referral trends and results of the PBIS checklists. The PBIS team will also monitor the progress of PBIS criteria and incentives. The School Counselors will provide behavioral interventions to the most at-risk students. Administration and teachers will work with the Mentor Coordinator to ensure at-risk students are matched with a mentor.

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

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

Fully implementing behavioral intervention programs such as Sanford Harmony and PBIS, will decrease disruptive behaviors and increase positive self-concept. Behavioral intervention programs have an 0.62 effect size and teacher-student relationships have a 0.52 effect size, so they are likely to have a positive impact on or accelerate student achievement. PBIS is an evidenced-based, tiered framework for supporting staff behavior, student behavior, decision making, social competence, and academic achievement.

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.

Implement a mentor program for identified at-risk students (based on EWS data, Lowest Quartile data, discipline referral data, mental health data, and teacher observations.)

**Person
Responsible** Vada Lay (vmlay@volusia.k12.fl.us)

Conduct Eagle Pride Ceremonies & PBIS Celebrations 3 times a year to recognize students exhibiting the SOAR acronym - Safety First, Own it, Awesome attitude, and Respect all.

**Person
Responsible** Teresa Speidel (tlspeide@volusia.k12.fl.us)

Establish PBIS Team with the purpose of analyzing discipline and attendance data, developing criteria for positive behavior awards, and strengthening school-wide implementation of PBIS. The team will attend PBIS training in the summer of 2022.

**Person
Responsible** Teresa Speidel (tlspeide@volusia.k12.fl.us)

Conduct a school-based ERPL on Culturally Responsive Teaching.

**Person
Responsible** Melani Johnson (myjohns1@volusia.k12.fl.us)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and**

Rationale: Our Area of Focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of learning. As result of our Needs Assessment and Analysis, it revealed that 29% of the BLK ESSA subgroup were proficient in ELA, and the SWD ESSA subgroup had 23% proficient in ELA. In math, 29 % of the SWD ESSA subgroup and 25% of the BLK ESSA subgroup were proficient. In Science, 24% of the SWD ESSA subgroup and 33% of the BLK ESSA subgroup were proficient.

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

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

By January of 2023, our goal will be to increase the percentage of proficiency of ESSA subgroups (SWD, BLK) to 41%. We will utilize district assessments in ELA, Math, and Science to monitor the progress of our ESSA (SWD, BLK) subgroups. By February 2023, 90% of classroom teachers will provide appropriate interventions with fidelity and integrity.

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

This Area of Focus will be monitored through fidelity checks of the interventions that were selected to ensure fidelity and integrity of implementation. Once a month PLCs will engage in data analysis of ESSA subgroup students to determine the effect of the intervention. Instruction, curriculum, and environment will all be assessed (ICEL) during each PLC. Instructional practice during intervention instruction will be monitored through the walk-through tool - specifically, the intervention task is aligned to student needs and implemented with fidelity.

Person**responsible****for****monitoring****outcome:**

Melani Johnson (myjohns1@volusia.k12.fl.us)

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

The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Support. K-5 teachers will use the district grade-level specific Decision Trees to identify students' areas of strength and areas that need support. the resources from the decision tree will be utilized during intervention time to meet the individual needs of students.

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

MTSS is grounded in careful analysis of data collected through Progress Monitoring and Data-Based Decision Making. The power of a tiered system of support rests in the fact that it is based on prevention. MTSS is not a "wait to fail" model for students who are in need of additional support. The potential benefits of a Multi-Tiered System of Support were outlined in John Hattie's work and can yield an effect size of 1.29 when implemented with fidelity. (Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2015) The District will be providing essential training in MTSS and its strategies to support student learning.

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.

PLC - review students in intervention from the previous year and set up intervention groups based on those students. Plan for movement of students either in or out of those intervention groups. Determine how to meet the needs of these students in Tier 2 and Tier 3 interventions based on the Decision Rules and ICEL (Instruction, Curriculum, Environment, Learner) strategy.

Person Responsible Melani Johnson (myjohns1@volusia.k12.fl.us)

Professional Learning through ERPLs on MTSS systems and structures.

Person Responsible Melani Johnson (myjohns1@volusia.k12.fl.us)

Implementation of PL of MTSS strategies following the District ERPLs.

* Decision Rules guidance and ICEL strategy; Tier 1 - 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction. Tier 2- 15% of students receive targeted level of prevention; Tier 3 - 3-5% of students receive intensive level of prevention; All students receive these supports in a stacked manner, including Students with Disabilities.

Person Responsible Melani Johnson (myjohns1@volusia.k12.fl.us)

Monthly PLC to determine progress of lowest quartile, including ESSA subgroups, making progress towards 70% proficiency on Unit/Chapter Assessments in ELA and Math.

* Bi-weekly checkpoints of targeted students - make adjustments to the intervention, as needed, through data analysis, while considering ICEL.

* Monitoring fidelity of Tier 2 and Tier 3 interventions of LQ students through walkthroughs.

* Students that continue to need further supports//intervention would be identified in order to move them to Tier 3.

Person Responsible Elizabeth Lilly (ealilly@volusia.k12.fl.us)

Target intervention for Tier 3 students. Conduct monthly progress monitoring during Collaborative Planning with ESE, ELL, and Intervention teachers to review data and plan instruction and tasks that are aligned to the standard.

Person Responsible Melani Johnson (myjohns1@volusia.k12.fl.us)

Quarterly data-chats with a focus on student progress in the areas of ELA, Math and Science. Interventionists Support Facilitators, Classroom Teachers will meet with the administration team to discuss the growth of the students they serve and plan for next steps.

Person Responsible Melani Johnson (myjohns1@volusia.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Horizon Elementary promotes a positive culture and environment by ensuring that stakeholder groups have a voice. Our School Leadership Team, comprised of grade chairs, school counselors, and administration meets regularly to review data, policy, and school improvement initiatives. Positive Culture and Environment has been identified as an Area of Focus for the past four years, and this year we are implementing the full version of PBIS.

We have a PBIS team, representing all grade levels and ESE, that meets to plan, review, and adjust implementation. The entire faculty and staff, including clerical, cafeteria, and custodial workers, are part of the implementation and contribute to its success. Parents and community members also have a voice through PTA and SAC, which meet regularly. Both of these groups contribute to school improvement goals by providing input. Our goal is to teach children alternate behaviors to ensure a school environment that is safe,

fun, free from distraction, and helps all children reach their maximum learning potential.

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

In addition to the stakeholders mentioned in the previous response, students, staff, and families have the opportunity to complete an annual school climate survey. Input from the surveys is reviewed by the School Leadership Team. School administration also sends out a weekly School Messenger call-out to all families to promote open communication between the school and home. Horizon Elementary has two school counselors this year. They are dedicated to serve as System Change Agents in collaboration with the school leadership team to ensure a safe, supportive and respectful school climate that promotes social/emotional and academic development and success of all students. As our counselors incorporate events including

- * Whole class SEL lessons
- Small group – grief, divorce, poverty, etc.
- One-to-one – crisis prevention/de-escalation process
- Check-in, check-out system (classroom visits, lunchtime in the café, etc.)

Our school counselors will teach, model, and promote social skills, teaching, modeling, celebrating, and recognizing PBIS expectations. Horizon Elementary continues to build a positive and supportive school community. This year, Horizon is continuing to implement a mentoring program to help support positive

school culture and environment on campus by promoting positive relationships for students. The school addresses building positive school culture and environment ensuring all stakeholders are involved by hosting events such as virtual Meet the Teacher, Open House, Title 1 Family Engagement nights and using the school website and social media pages for student recognition.