

Broward County Public Schools

Horizon Elementary School



2022-23 Schoolwide Improvement Plan

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Horizon Elementary School

2101 N PINE ISLAND RD, Sunrise, FL 33322

[no web address on file]

Demographics

Principal: Thaddeus Smith

Start Date for this Principal: 9/14/2022

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* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: C (51%) 2017-18: C (53%)
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 Broward 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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Horizon Elementary School

2101 N PINE ISLAND RD, Sunrise, FL 33322

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
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	93%

School Grades History

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

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every Child, Everyday, Whatever it takes!

Provide the school's vision statement.

Encourage, Educate, Excel.

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
Smith, Thaddeus	Principal	<p>Student Achievement</p> <p>Review of Curriculum</p> <p>School Budget</p> <p>Safety and Security</p> <p>Property and Inventory</p> <p>Teacher Feedback and Professional Growth</p> <p>Communication to all stakeholders in our educational community</p>
Rippo, Kristi	Assistant Principal	<p>Student Achievement</p> <p>Review of Curriculum</p> <p>School Budget</p> <p>Safety and Security</p> <p>Property and Inventory</p> <p>Incentive Programs</p> <p>Discipline</p> <p>Teacher Feedback and Professional Growth</p> <p>Communication to all stakeholders in the educational community</p>
Lohsen, Kimberly	Reading Coach	<p>Analyzing school data and providing intervention strategies/programs for teachers to use with struggling students.</p> <p>Coaching teachers and providing professional development when needed.</p> <p>Working with small groups of students.</p> <p>Act as the liaison between administration and teachers to support our school's mission and vision for educating our students.</p> <p>Additional duties also include: member of RtI team, Title I Liaison, and SAFE Team member.</p>
Guy, Craig	Instructional Coach	<p>To provide support to teachers in the subject areas of Math and Science in grades K-5.</p> <p>Data collection for data chats with administration and teachers.</p> <p>Duties also include: 504 Liaison, Transportation Coordinator, SAC Chair, Textbook Coordinator, behavior support, Cafeteria Duty, and Safety Patrol Coordinator.</p>
Shine, Artrice	School Counselor	<p>School Counselor</p> <p>School Testing Coordinator</p> <p>School ESOL Contact</p> <p>School Multi-Tiered System of Support Coordinator</p> <p>School Child Abuse and Neglect Contact</p> <p>School Suicide Prevention Contact</p> <p>Fostercare Contact</p> <p>H.E.A.R.T. Contact</p> <p>Safe Team Member</p> <p>Behavior Threat Assessment Team Member</p>

Name	Position Title	Job Duties and Responsibilities
Halac, Veronica	Other	Supporting teachers and students with curricular and behavioral approaches. Furthermore, with the individualization of their instructional/learning practices. Active participant in the IEP process. Bus Duty Cafeteria Duty TIER Mentor

Demographic Information

Principal start date

Wednesday 9/14/2022, Thaddeus Smith

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

562

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

5

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

7

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	95	79	98	77	80	89	0	0	0	0	0	0	0	518
Attendance below 90 percent	37	36	32	29	22	27	0	0	0	0	0	0	0	183
One or more suspensions	0	0	0	4	2	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	14	12	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	16	25	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	1	4	1	0	0	0	0	0	0	0	0	6

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	1	3	19	13	15	0	0	0	0	0	0	0	52

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	1	3	12	9	4	1	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/1/2022

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	84	95	77	80	98	85	0	0	0	0	0	0	0	519
Attendance below 90 percent	22	19	11	17	19	15	0	0	0	0	0	0	0	103
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	2	7	3	16	20	16	0	0	0	0	0	0	0	64

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	2	1	4	11	11	15	0	0	0	0	0	0	0	44

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	1	4	6	7	3	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	95	77	80	98	85	0	0	0	0	0	0	0	519
Attendance below 90 percent	22	19	11	17	19	15	0	0	0	0	0	0	0	103
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	15	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	2	7	3	16	20	16	0	0	0	0	0	0	0	64

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	2	1	4	11	11	15	0	0	0	0	0	0	0	44

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	1	4	6	7	3	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	58%	56%				61%	59%	57%
ELA Learning Gains	76%						63%	60%	58%
ELA Lowest 25th Percentile	63%						51%	54%	53%
Math Achievement	57%	54%	50%				62%	65%	63%
Math Learning Gains	75%						58%	66%	62%
Math Lowest 25th Percentile	58%						30%	53%	51%
Science Achievement	36%	59%	59%				35%	46%	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	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	70%	62%	8%	58%	12%
Cohort Comparison		-57%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	59%	-8%	56%	-5%
Cohort Comparison		-70%				

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	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	72%	67%	5%	64%	8%
Cohort Comparison		-62%				
05	2022					
	2019	48%	64%	-16%	60%	-12%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	49%	-16%	53%	-20%
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	35	47	20	39	65	25	25				
ELL	56	73		54	85		31				
BLK	56	76	63	55	69	50	34				
HSP	54	76	62	51	76	67	32				
MUL	54			100							
WHT	57			64							
FRL	54	74	54	57	72	56	30				

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	28	24		36	24	10	6				
ELL	42	43		33	7		14				
BLK	45	46		39	30		23				
HSP	38	29		32	12		29				
MUL	43			36							
WHT	61			65							
FRL	40	37	47	35	20	13	21				
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	29	37	35	31	28	31	23				
ELL	58	60	53	60	51	20	40				
ASN	90			90							
BLK	57	62	56	58	53	32	24				
HSP	60	52	43	66	58	23	50				
MUL	46			46							
WHT	79	88		71	69						
FRL	61	63	54	61	58	33	36				

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	61
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	65
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	61
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	77
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	61
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	58
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?

Although great gains were made at Horizon during the 2021-2022 school year, the proficiency level of SWD students is still below the state expectations of 41% which is a concern. Our additional concern includes students in grades 2 and 3 who still lack appropriate foundational skills that were lost during the 2019-2020 and 2020-2021 school years.

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

Our greatest area of need still focuses on the performance of our SWD students.

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

We believe that the pandemic greatly affected our SWD population. Although students showed great learning gains, we still did not have enough students at the proficiency level. New actions this year include hiring of another ESE support staff member as well as focusing on ASD classrooms and proper use of standards-based materials that align with our general education population. Professional learning opportunities will continue year long.

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

Learning gains in math showed amazing improvement. We had an overall 51% increase in math learning gains. We also demonstrated a 47% increase in learning gains with our lowest quartile.

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

Contributing factors to this improvement included an ESSA pull-out Math interventionist, increased usage of ILS, fluency facts during cafeteria time, as well as the introduction of McCarthy Math as a Crunch-Time intervention.

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

Continued face to face instruction with exposure to grade-level content for all students, small group intensive remediation in classrooms based upon skill need, continued reading intervention, ongoing progress monitoring of students, and ongoing teacher professional learning.

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 involved in online/in person professional learning focused on increasing student performance of SWD students.

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

Teachers will continue to be engaged in professional learning based on the B.E.S.T. standards, new Reading and Math curriculum, and how to make changes to instruction based on data analysis.

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.

The Students with Disabilities subgroup has been identified as a 5-year trend weakness for Horizon Elementary. This ESSA subgroup has consistently not met the 41% proficiency level required from the state.

Measurable Outcome:

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

By May 2023, 42% of the SWD ESSA sub group will achieve state proficiency levels as measured by the Grades 3-5 ELA FAST Assessment.

Monitoring:

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

Horizon's area of focus will be monitored through weekly classroom walkthroughs as well as monitoring of student progress throughout the school year. The following assessments will be monitored: FAST PM1-PM3, Benchmark Advance Unit Assessments: Ongoing between each FAST PM cycle, and ongoing program-embedded assessments.

Person responsible for monitoring outcome:

Thaddeus Smith (thaddeus.smith@browardschools.com)

Evidence-based**Strategy:**

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

The evidence-based programs we are utilizing are: Foundations, Rewards, Leveled Literacy Intervention, and Benchmark Advance Intervention materials.

**Rationale for
Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

These evidence-based programs were selected as they are research-based and data has shown them to be effective instructional tools. These programs also meet or have met Florida's definition of evidence-based (strong, moderate, or promising), are aligned and/or were aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan, and are also aligned to the B.E.S.T. ELA standards.

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.

Continual professional learning regarding B.E.S.T. standards and the Benchmark Advance reading series will be conducted by our Literacy Coach. District support will continue throughout the year to monitor fidelity of instruction as well as monitor student growth. School administration/support staff will also monitor instruction through the conducting of weekly classroom observations. Coaching/modeling will be conducted as needed. All district trainings will be promoted throughout the school year as well as sharing of best practices at the school site to better acclimate our teachers to the new Benchmark Advance reading series.

Person Responsible Kimberly Lohsen (kimberly.lohsen@browardschools.com)

#2. 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.

ELA is identified as a critical need at Horizon, due to the fact that the pandemic greatly affected students ability to read/comprehend more complex text and our 2021-2022 data showed that we scored only at a 56% proficiency level which is below the 61% proficiency held during the 2018-2019 school year.

Measurable Outcome:

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

By May 2023, 61% our Grades 3-5 students will score at proficiency as measured by the ELA FAST Assessment.

Monitoring:

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

Horizon's area of focus will be monitored through weekly classroom walkthroughs as well as monitoring of student progress throughout the school year. The following assessments will be monitored: FAST PM1-PM3, Benchmark Advance Unit Assessments: Ongoing between each FAST PM cycle, and ongoing program-embedded assessments.

Person responsible for monitoring outcome:

Thaddeus Smith (thaddeus.smith@browardschools.com)

Evidence-based**Strategy:**

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

The evidence-based programs we are utilizing are: Leveled Literacy Intervention, and Benchmark Advance Intervention materials.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

These evidence-based programs were selected as they are research-based and data has shown them to be effective instructional tools. These programs also meet or have met Florida's definition of evidence-based (strong, moderate, or promising), are aligned and/or were aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan, and are also aligned to the B.E.S.T. ELA standards.

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.

Continual professional learning regarding B.E.S.T. standards and the Benchmark Advance reading series will be conducted by our Literacy Coach. District support will continue throughout the year to monitor fidelity of instruction as well as monitor student growth. School administration/support staff will also monitor instruction through the conducting of weekly classroom observations. Coaching/modeling will be conducted as needed. All district trainings will be promoted throughout the school year as well as sharing of best practices at the school site to better acclimate our teachers to the new Benchmark Advance reading series.

Person Responsible Kimberly Lohsen (kimberly.lohsen@browardschools.com)

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

Our Area of Focus for the 2022-2023 school year will continue to be on the fidelity of teaching Tier 1 Core Instruction as well as meeting the needs of Tier 2 and Tier 3 struggling readers by targeting struggling readers early and providing them with the necessary intervention to best meet their needs. This is identified as a critical need as the current 2nd grade students were significantly affected by the pandemic and their lack of typical formal brick and mortar education. This focus on instruction is critical in making sure that ALL students are receiving the education needed to become more proficient readers.

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

Our Area of Focus for the 2022-2023 school year will be on the fidelity of teaching Tier 1 Core Instruction as well as meeting the needs of Tier 2 and Tier 3 struggling readers by targeting struggling readers early and providing them with the necessary intervention to best meet their needs. This is identified as a critical need as the current 3rd grade students were significantly affected by the pandemic and their lack of typical formal brick and mortar education. This focus on instruction is critical in making sure that ALL students are receiving the education needed to become more proficient readers.

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)

By May 2023, 70% of K-2 students will score at the proficient level on the FAST: STAR Early Literacy Assessment and/or the STAR Reading Assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, 70% of 3-5 students will score at the proficient level on the FAST: Cambium Assessment.

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.

Horizon's area of focus will be monitored through weekly classroom walkthroughs as well as monitoring of student progress throughout the school year. The following assessments will be monitored throughout the school year:

FAST PM1-PM3

Benchmark Advance Unit Assessments: Ongoing between the FAST PM1-3

Ongoing Program-Embedded Assessments

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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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?

The evidence-based programs we are utilizing consist of the following: Tier 1-Benchmark Advance, Tiers 2-3: Benchmark Advance Intervention, Leveled Literacy Intervention (LLI), Reading Horizons, Foundations, and Heggerty. All programs meet and/or have met Florida's definition of evidence-based (strong, moderate or promising), are aligned and/or were previously aligned with the district's K-12 Comprehensive Evidence-based Reading Plan, and are aligned to the B.E.S.T. ELA Standards. As stated above, ongoing progress monitoring of Benchmark and other embedded program assessments will take place to include data analysis and change of instructional paths/plans when necessary.

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?

The evidence-based practices/programs we use at Horizon address our identified needs as many students were affected by the pandemic. They are all researched-based and data has shown them to be effective instructional tools. Many our programs focus on the foundational skills necessary to aid in remediating our struggling students. Utilization of Benchmark Advance with fidelity will also help to ensure that B.E.S.T. standards-based instruction is taking place and preparing students as proficient readers.

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

Continual professional learning regarding B.E.S.T. standards and the Benchmark Advance reading series will be conducted by our Literacy Coach. District support will continue throughout the year to monitor fidelity of instruction as well as monitor student growth. School administration/support staff will also monitor instruction through the conducting of weekly classroom observations. Coaching/modeling will be conducted as needed. All district trainings will be promoted throughout the school year as well as sharing of best practices at the school site to better acclimate our teachers to the new Benchmark Advance reading series.

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Ongoing progress monitoring will take place throughout the school year. Data analysis will be conducted after each FAST PM, Benchmark Advance Unit Assessments, and bi-weekly for additional program-embedded assessments. Leadership, Literacy Coach, and School Counselor will work together to make sure that as data is gathered, that instructional changes are made as needed.

Smith, Thaddeus,
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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.

A positive school culture and environment is created at the beginning of each day when all students are greeted by administration and support staff. This continues with teachers greeting at the classroom door. Students then participate in morning announcements, mindfulness and a moment of silence each and every day.

Rules and procedures are consistently maintained in classrooms to create a safe environment where students feel good about coming to school. Positive behavior is noticed and commended with the use of positive referrals.

Horizon also makes sure to highlight important events and essential topics each month so that students that are involved in extracurricular activities that promote a positive environment and the inclusion of ALL students.

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

The entire school staff which is composed of administration, support staff, teachers, clerical, aides, facilities, cafeteria workers, nurses, and bus drivers are ALL responsible in creating a positive and safe culture and environment at Horizon Elementary.