Horizon Academy At Marion Oaks

2014-15 School Improvement Plan

Horizon Academy At Marion Oaks

365 MARION OAKS DR, Ocala, FL 34473

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	No	77%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Empower all students with the knowledge, skills, compassion, and integrity needed to contribute and succeed as self-directed, life-long learners in a competitive global environment.

Provide the school's vision statement

Good is not enough, when better is possible.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Horizon Academy at Marion Oaks establishes relationships between students and teachers through a fall "Meet and Greet", a fall Open House, regular Connect Five messages through telephone, teacher web pages on the school website, ongoing Breakfast with the Principal for parents, ELL Nights, teacher initiated Tel-e-Parent messages, and an open door policy toward parents to visit. Cafeteria staff are happy to create dietary changes for students with religious or cultural needs. Guidance accepts absences related to religious or cultural events. ELL staff assist students with language barriers to learning. The importance of character traits and treating one another with respect in spite of our differences is taught throughout the day, and reinforced and rewarded through our PBS program.
Horizon Academy at Marion Oaks also utilizes a full-time parent liason on campus throughout the school year. The parent liason in an integral part of building relationships between families and the school which in turn cultivates individualized relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Supervision is always present, from the time students arrive on campus until after they have left for home. Busses, cars, and walkers are greeted by staff and administration upon exiting their mode of transportation. At dismissal, students are escorted to their modes of transportation by staff members. Students walking home are also escorted to the main road in front of the campus. Busses have radio communication back to the school site. During school, teachers, support staff, and administrators are visible during class changes to ensure safe transitions. This 2014-2015 SAC has approved for the purchase and installation of 7 security cameras that will be strategically located on the school campus to monitor specific interior and exterior locations of the school campus.
Horizon Academy at Marion Oaks holds a zero tolerance for bullying. Any suspected actions are investigated and acted upon to create an environment in which every student feels safe and valued. Guidance seeks to intervene for students experiencing home issues of an emotional nature, such as divorce or death. The district also has an emergency teams of counselors to assist in the event of a tragedy. Teachers hold students accountable for the behavior expectations as a means to increase the respect of students one for another, and for faculty and staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Horizon Academy at Marion Oaks is a PBS school. That positive behavior system (PBS) increases student engagement and creates an environment of wanting to learn and to encourage students to be their best. Our deans follow district behavioral guidelines. The disciplinary system is tiered in an effort to create consequences fitting the offense of the student. The handbook clearly defines expectations and results of not following those standards within the school campus.

Classroom Intervention Reports(CIR) are used within the classroom to educate the student regarding infractions, and how behavior needs to change to avoid further action. Steps are defined to allow the students and teachers to create positive behavior. Those steps involve parent contact, teacher and student conferencing, and other actions before a disciplinary referral is written.

Teachers post both classroom and school expectations in classrooms. School expectations are also posted in common areas as warranted by the environment, such as cafeteria, courtyard, and media center.

The PBS committee has been trained by district personnel, and train teachers and staff in the PBS program. Deans train faculty and staff on the CIR process, as well as providing support throughout the school year to maintain the integrity of the program. District guidelines are followed at all times to ensure fair and consistent enforcement.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Horizon Academy at Marion Oaks employs two full time guidance counselors, as well as a part time social worker. Students are encouraged to meet with them in times of need. Teachers may also refer students to guidance counselors when that student appears to be "different" than usual or display signs of being troubled.

Our mentoring program is based upon a check in, check out system in which students are held accountable for daily behavior and improvements in problem areas. Mentors may be any adult on campus, administrators, deans, counselors, paraprofessionals, or teachers.

When the school becomes aware that a student is involved in a crisis situation, teachers are put on alert in order to look for signs warranting further counseling or support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system includes a software program in Performance Matters alerting administrative personnel to students displaying the highest number of indicators, such as absenteeism, suspensions, or failures. That information is brought to the Synergy Team meeting which consists of the social worker, behavior specialist, deans, guidance counselors, administrators, and instructional coach. Discussion is held regarding possible solutions and involvement of the school to correct the problems after determining the root cause of the issues.

Indicators include attendance below 90%, one or more suspensions, course failures in English Language Arts or Mathematics, or a Level 1 score on standardized testing in English Language Arts or Mathematics. Students are prioritized by severity of the problems being faced and appropriate personnel are involved in working toward the development of a corrective measure, as well as monitoring progress.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	5	6	7	8	
Attendance below 90 percent	29	37	44	16	126
One or more suspensions	4	16	33	18	71
Course failure in ELA or Math	1	8	27	11	47
Level 1 on statewide assessment	23	42	37	64	166
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	5	6	7	8	
Students exhibiting two or more indicators	10	28	34	13	85

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The School Based Leadership Team (SBLT) utilizes the district-generated MTSS process to identify and
monitor fidelity of interventions at the tiered levels and to identify students in need of greater support and
identification. Students at the tier 2 level of need receive similar interventions and the implementation of
the intervention is monitored for effectiveness. Students whose needs are not met through the tier 2
intervention process are brought to the Problem Solving Team (PST) for determination of specific
strategies to assist the student. The problem-solving process utilizes specific steps, as outlined below, to
identify problems, initiate an action plan, and determine the effectiveness of the intervention strategies
being implemented.
Step 1: Problem Identification - Identify and target the problem
Step 2: Problem Analysis - Attempt to determine why the problem is occurring
Step 3: Intervention Design - Decide what is going to be done about the problem
Step 4: Response to Intervention - Monitor progress and determine if it is working
The Marion County school district is a participant in the 21st Century Community Learning Center
(CCLC) grant and Horizon Academy at Marion Oaks is a host site. The 21st CCLC program provides
project-based learning for students after school hours. The program offers academic enrichment in
the areas of
Science, Technology, Engineering, Arts, and Math (STEAM) as well as help with homework in core
academic subjects. Students participate in the program four days a week throughout the school year
from 2:30 to 5:30 pm. The program was also offered in the summer of 2014 from 8:30 am to 12:00
pm.
Tutoring is offered for students four days a week through Title I funding. Teachers offer academic
assistance to students in the areas of reading and math. Students work to improve their academic skills
by receiving support as they practice their skills based on their identified class work.
Reading is a high priority for instructional focus. Every teacher is a reading teacher in the sense that
reading is integral to student success in every subject area. Therefore, all teachers utilize reading
strategies in their classroom instruction. Also, all content area teachers are encouraged to participate in

Next Generation Content Area Reading Professional Development (NGCAR-PD).
Fifth grade students who scored at levels 1 and 2 on the FCAT receive daily intensive reading instruction. They attend intervention groups 60 minutes a day to improve fluency and comprenhension.
Additional paraprofessionals are employed in an effort to reduce the adult:student ratio, especially in at risk classrooms, such as intensive reading and math.
AIMSweb is a data program through which the progress of all FCAT level 1 and level 2 students are monitored. This data, along with other testing data generated throughout the year, is monitored by the curriculum coach and administration. A variety of vertical and horizontal groupings of teachers meet weekly throughout the year for professional development to discuss strategies to improve the reading proficiency of students.
Horizon Academy at Marion Oaks also incorporates Student Improvement Time, known as Hawk Hour, on a daily basis, in which students receive additional instructional support in mathematics as well as project based learning with an emphasis in reading across content areas.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

See online Parent Involvement Plan

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Horizon Academy at Marion Oaks seeks a business partner to assist with financial and tangible needs of the school and community. Each summer, the Back to School Bash is held involving community, businesses, and outreach organizations to provide a backpack and school supplies for all area students, regardless of grade or school affiliation.
SAC meetings include community members and allows for them to voice their concerns and opinions. Breakfast with the Principal includes both parents and community members interested in participating in dialogue regarding school and community issues and events. Community meetings are attended by administrative personnel in order to form a bond between the community and the school. School related announcements are included in the community newspaper, and community events are included in the school newsletter, as well. The school maintains a parent resource room which is managed by the parent liason. The resource room includes materials for parents to use at home. The Title I van also has scheduled visits at Horizon Academy. The van brings materials to assist parents in helping their students with academic achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Sanford, Troy	Principal
Borth, Scott	Assistant Principal
Leeds, Jennifer	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Troy Sanford, Principal
Scott Borth, Assistant Principal
Jennfier Leeds, Assistant Principal
Dee Holcomb, Guidance Counselor
Patricia Fespermann, Guidance Counselor
Susan Consider, Discipline Dean
Suzanne Hickman, Discipline Dean
Marita Smith, Reading Curriculum Coach

The School Based Leadership Team meetings focus on one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students? The principal oversees the meetings and provides guidance as to appropriate interventions and potential staffing needs. The assistant principals are responsible for bringing names of students and academic/behavior concerns to the team for discussion. The deans of discipline are responsible for gathering behavior data on previously identified students and providing input for potential interventions of newly identified students. The guidance counselors provide support to parents and students regarding behavior and academic concerns previously identified, as well as scheduling parent conferences, Child Study Team (CST) meetings, and Problem Solving Team (PST) meetings. The reading curriculum coach is responsible for monitoring student reading progress, monitoring the fidelity of the reading programs, and assessing students new to the school for reading placement if needed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Based Leadership Team (SBLT) consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is monitored and interventions are adjusted based on student growth data.

The school-based team identifies areas in need of improvement and sets goals that are articulated in the School Improvement Plan. An action plan is then created to address each goal area.

The team then meets regularly to set individual goals for students and to progress monitor student growth. Teachers are included in conversation about student growth and their own professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.
Title I Part A:

The Horizon Academy at Marion Oaks Title I program focuses on providing resources to support student learning. These resources include a Curriculum Coach, student supplies, non-instructional paraprofessionals who work with students on remediation and intervention strategies, and funding for parent nights.

Title I – Part C – Migrant Program:

District funds are used to purchase: School supplies, Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A:

District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A:

Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X:

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students to not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. Our district supports Red Ribbon Week which focuses on the prevention of violence at and away from school, prevents the illegal use of alcohol, drugs, & tobacco, and fosters a safe, drug free environment that supports students.

Our school lunch program focuses on good nutrition by providing fresh fruits and vegetables to our students every day. The fifth grade teachers and middle school physical education teachers also provide instruction on nutrition through health and fitness activities.

Exceptional Student Education:

The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education:

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.

Health Department:

District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Basel Lori	Teacher
Copley Diane	Teacher
Hickman Michael	Teacher
Morales Nathaniel	Student
Williams Nyree	Student
Atille Mary	Parent
Conner Charmen	Parent
Daniels Dani	Parent
Delliber Jannette	Parent
Diaz Nanette	Parent
Eustache Anasthasia	Parent
Fuentes Suyapa	Parent
Gayle Virginia	Parent
Gomez Ledy	Parent
Holmes Barbara	Parent
Richter Elizabeth	Parent
Vera Jessica	Parent
Llerena Sara	Education Support Employee
Marlowe AnnMarie	Education Support Employee
Munoz Henry	Business/Community
Samuel Anita	Business/Community
Winston Karen	Business/Community
Borth Scott	Principal
Leeds Jennifer	Principal
Sanford Troy	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

School improvement plan was presented and received input from the collective group.

Development of this school improvement plan

The school improvement plan was reviewed and discussed throughout the 2013-2014 school year. Input was collected from the SAC membership and implemented in the plan.

Preparation of the school's annual budget and plan

The SAC oversees the use of School Improvement Funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvements funds were not allocated from 2013-2014 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Borth, Scott	Assistant Principal
Leeds, Jennifer	Assistant Principal
Sanford, Troy	Principal
Smith, Marita	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT are to provide reading instruction and assistance based on specific student needs. The team will incorporate differentiated instruction and utilize strategies to make a connection between the learner and the reading material to equip students with the skills to become proficient in reading and math. Additional initiatives include:

Increase the number of teachers participating in NGCAR-PD training and support those teachers in implementing reading strategies in their subject area, enhancing their core instruction, and serving the students in need of intensive reading.

Implement Florida Standard strategies in the classroom to increase reading comprehension. Such strategies will include Reading Writing Assignment (RWA) lessons, Close Reading Lesson (CRL) activities, Comprehension Insructional Sequence (CIS) lessons, and Document Based Question (DBQ) lessons.

Provide opportunities for families to be involved in their child's education by offering activities such as a Meet and Greet, Open House, FCAT preparation seminar, high school preparation seminar, monthly Coffee with the Principal meetings, and monthly School Advisory Council and Parent Teacher Organization meetings.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The teachers of Horizon Academy at Marion Oaks participate in both grade level and subject area team meetings. These meetings are held weekly and allow teachers to collaborate in planning lessons more effectively.Teachers are encouraged to be respectful and appreciative of each others' strengths and abilities as they work together to increase the achievement of our students. Teachers share out best practices at monthly faculty meeting, allowing teachers to incorporate new strategies into their own classrooms. Teachers have taken ownership of our Project Based Learning curriculum and Math Intervention programs. Plans, materials, and curriculums are teacher-created and implemented. Administrators encourage teachers to participate in district provided professional development and collaboration trainings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administration, teachers, and staff of Horizon Academy at Marion Oaks are focused on creating an environment centered on learning where students are offered the support needed to excel to their greatest ability. The administration of Horizon Academy at Marion Oaks understands that teachers are integral to the success of each student, and, therefore, networks within the community and the school system to recruit highly qualified, certified-in-field, and effective teachers. Horizon Academy at Marion Oaks is also visible within the district as the school offers opportunities for staff members and students to be involved in a variety of academic and extracurricular activities. The administration seeks to ensure that Horizon Academy at Marion Oaks is a welcoming and warm environment where all those who enter will desire to become a part of the school.

Teachers hired to join the Horizon Academy at Marion Oaks faculty are nurtured through a new teacher induction program where they receive individual support throughout their first year. Additionally, all teachers participate in ongoing professional development activities offered both through the school and the district. The faculty of Horizon Academy at Marion Oaks meets on a weekly basis as a whole, or as groups, such as teams and departments, to facilitate information, procedures, instructional leadership, and student academic growth. The administration maintains an open-door policy through which all teachers are invited to share concerns and be a part of the forward progress of meeting the needs of the students and families of Horizon Academy at Marion Oaks.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

When teachers become a part of the Horizon Academy at Marion Oaks faculty, they become part of a year-long induction program that provides support in delivering engaging instruction and managing the academic environment. Teachers new to the school meet on a bi-weekly basis with a dean and an administrator. During these meetings the teachers discuss areas of concern, as well as participate in a book study about classroom management, The First Days of School, by Harry Wong. These new teachers are encouraged to seek support from the dean and the administration throughout the year for any questions or concerns they may have.

Additionally, these teachers attend bi-weekly faculty meetings conducted by the principal where they receive pertinent school-wide information and have the opportunity to provide input. These teachers are also assigned to a grade level team as well as a department. These two groups meet once every four weeks to discuss student concerns, upcoming instructional assignments, and coordination of activities.

Teachers new to Horizon Academy at Marion Oaks also receive professional development pertinent to their curriculum and the educational focus of the district. There are also numerous professional development opportunities that are offered through the district.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Horizon Academy at Marion Oaks uses state approved, district adopted materials for core curriculum instruction. These materials are based upon the Florida Standards, ensuring quality instruction. Students are monitored with learning checks, benchmarks, and formative assessments in alignment with Florida Standards. AIMSweb is also utilized to monitor student proficiency and growth in the areas of reading and math.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students with Level 1 or 2 standardized assessments are identified, and then placed in intensive reading classes with different instructional materials and strategies, including Corrective Reading, Read 180, and other state approved curriculum geared to meet the needs of struggling readers. Math students are using the Successmaker computer program to enhance and support ongoing math instruction. AIMSweb is used to monitor the progress of these students through these programs. Classroom instruction is differentiated through the use of Learning-Focused strategies, providing scaffolding, and use of support staff to assist struggling students. Students are offered opportunities for after school tutoring and support is also provided through Hawk Hour and Project Based Learning. Support is given through parents in the parent resource room, an area which is directed by the parent liason who is versed in assisting parents who are endeavoring to increase their children's academic progress.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 31,560

The Marion County school district is a participant in the 21st Century Community Learning Center (CCLC) grant and Horizon Academy is a host site. The 21st CCLC program provides project-based learning for students after school hours. The program offers academic enrichment in the areas of Science, Technology, Engineering, Arts, and Math (STEAM) as well as help with homework in core academic subjects. Students participate in the program four days a week throughout the school year from 2:30 to 5:30 pm. The program was also offered in the summer of 2014 from 8:30 am to 12:00 pm.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanford, Troy, troy.sanford@marion.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students in the 21st Century Grant take a pre- and post-test based on the curriculum areas of study in the program to measure growth as a result of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Horizon Academy at Marion Oaks hosts groups of upcoming fifth graders in the spring. A tour of the campus is conducted, administrators and core personnel are introduced, with expectations of students being explained and questions answered.
Ready, Set, High School is offered for seventh and eighth graders, educating students and parents regarding the opportunities available in area high schools and linking them to post secondary institutions
High schools within our feeder zone are invited to conduct meetings outlining opportunities available to students at those schools. Student groups are welcomed to partner with local high schools, allowing groups, such as FFA, to bond with their high school counterparts.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The teachers and the administration work with students throughout their 5th grade and middle school years to prepare them for their high school career and their future beyond high school. All students are encouraged to discuss their current curriculum needs or concerns as well as their career interests with their guidance counselor. The guidance counselors work regularly with families to help them prepare and support their children so that they can be successful in school. During the spring

semester of each year, all students are asked to fill out a survey based on the classes they would like to take the following year. Students are scheduled into their area of interest so long as they have demonstrated proficiency as based on State assessment scores. Fifth grade students participate in a wheel for their electives, through which they attend each of the electives offered for a four-week period.

The teachers and administration seek opportunities that will enhance the student's ability to make connections between what they are studying in middle school and a future career. Guest speakers frequent the campus for classroom presentations, assemblies, and school-wide events. During Career Day students are exposed to a variety of occupations and fields of interest. Students are encouraged to volunteer within their school and community, as this will help them develop important skills that will assist them in being successful in a variety of experiences in their future. Those students who qualify are also encouraged to submit an application for the Take Stock in Children program, which, if awarded, provides a mentor throughout high school and tuition for the first two years of college at the College of Central Florida.

All students participate in an enrichment period five days a week called Hawk Hour. During Hawk Hour, students are assigned to specific student improvement time locations. During this time, students focus on math interventions or project based learning depending on the identified needs of each student.

Eighth grade students take the Choices online program that suggests areas of study and career possibilities based on a student's strengths and areas of interest. Students are encouraged to meet with their guidance counselors for assistance in their academic planning. A district magnet program caravan visits the school annually and eighth grade students are encouraged to study the options available to them through the county's high school magnet programs. Parents are also invited to attend the presentation.

The 21st Century Community Learning Center provides project-based learning focused on the areas of Science, Technology, Engineering, Arts, and Math (STEAM). Activities are engaging and designed to assist students in making a connection between what they are learning in the classroom and career fields.

In supporting our students, it is also important to provide their parents and families with information to assist them in helping their child. Several parent involvement evening opportunities are offered for families to attend including information focused on high school preparation and the Take Stock in Children program and an event where information is provided about Science, Technology, Engineering, and Math (STEM) careers. The Parent Resource Center, staffed by the parent liaison, provides numerous resources to help families help their child.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school-wide curriculum provides the opportunity for students to see the relationships between subjects and the relevance to their future through electives and arts classes. Students have the opportunity to take art, band, music appreciation, or Spanish classes. Students also can take elective classes that include Agriculture, Agriscience Foundations, Computer Applications, Graphic Design, and Information Technology.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Horizon Academy at Marion Oaks hosts an annual Career Day in an effort to integrate career and technical education into our school day. Presenters and guest speakers allow students to have a

better understanding of what is required to enter that field, and to visualize being an employee in those areas. Teachers are working collaboratively to create experiences for students which mirror the real world.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase the rigor of instruction in all core content areas to result in an increase of 4% in overall proficiency as compared to the proficiency levels of the prior year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the rigor of instruction in all core content areas to result in an increase of 4% in overall proficiency as compared to the proficiency levels of the prior year. `1a`

🔑 G045802

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	64.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal `2`

- On-going district based professional development

- New district-adopted instructional materials

- Personnel to facilitate small group instruction

- After-school tutoring and enrichment

Targeted Barriers to Achieving the Goal `3`

- Students enter middle school 1-2 years below grade level based upon State assessments

Plan to Monitor Progress Toward G1. `8`

If data is collected, monitored and evaluated from AIMSweb and district Learning Checks for both reading and math then student growth will be monitored and differentiation will implemented based on data.

Person Responsible
Jennifer Leeds

Schedule
Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion
Student growth demonstrated in the collected data will demonstrate progress being made towards the selected target.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the rigor of instruction in all core content areas to result in an increase of 4% in overall proficiency as compared to the proficiency levels of the prior year. [1]

🔑 G045802

G1.B1 Students enter middle school 1-2 years below grade level based upon State assessments [2]

🔑 B113178

G1.B1.S1 Student growth will be monitored through Learning Checks and AIMSweb. Teachers will implement small group remediation and enrichment in all core subject areas based upon student needs. [4]

🔑 S124581

Strategy Rationale

Students entering middle school 1 - 2 years below grade level must have differentiated instruction.

Action Step 1 [5]

If teachers participate in professional development opportunities and discuss newly adopted Florida Standards and instructional practices then rigor will increase and result in closing the academic gap.

Person Responsible

Troy Sanford

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

minutes from collaborative/data meetings; participation rosters of district professional development; minutes from synergy team meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

If instructional leaders of the school visit and coach classroom teachers and provide support during the planned collaboration time then students will receive effective differentiated instruction to meet individual student needs.

Person Responsible

Troy Sanford

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student data based on district Learning Checks will exemplify the increase in achievement and responses to administrative and academic coach walk throughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration and instructional coach will monitor student data and differentiated student practices.

Person Responsible

Troy Sanford

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student data based on district Learning Checks and progress monitoring through AIMSweb will exemplify the increase in achievement and responses to administrative and academic coach walk throughs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	If teachers participate in professional development opportunities and discuss newly adopted Florida Standards and instructional practices then rigor will increase and result in closing the academic gap.	Sanford, Troy	8/18/2014	minutes from collaborative/data meetings; participation rosters of district professional development; minutes from synergy team meetings	6/3/2015 monthly
G1.MA1	If data is collected, monitored and evaluated from AIMSweb and district Learning Checks for both reading and math then student growth will be	Leeds, Jennifer	8/18/2014	Student growth demonstrated in the collected data will demonstrate progress being made towards the selected target.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitored and differentiation will implemented based on data.				
G1.B1.S1.MA1	Administration and instructional coach will monitor student data and differentiated student practices.	Sanford, Troy	8/18/2014	Student data based on district Learning Checks and progress monitoring through AIMSweb will exemplify the increase in achievement and responses to administrative and academic coach walk throughs.	6/3/2015 monthly
G1.B1.S1.MA1	If instructional leaders of the school visit and coach classroom teachers and provide support during the planned collaboration time then students will receive effective differentiated instruction to meet individual student needs.	Sanford, Troy	8/18/2014	Student data based on district Learning Checks will exemplify the increase in achievement and responses to administrative and academic coach walk throughs.	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the rigor of instruction in all core content areas to result in an increase of 4% in overall proficiency as compared to the proficiency levels of the prior year.

G1.B1 Students enter middle school 1-2 years below grade level based upon State assessments

G1.B1.S1 Student growth will be monitored through Learning Checks and AIMSweb. Teachers will implement small group remediation and enrichment in all core subject areas based upon student needs.

PD Opportunity 1

If teachers participate in professional development opportunities and discuss newly adopted Florida Standards and instructional practices then rigor will increase and result in closing the academic gap.

Facilitator

Troy Sanford

Participants

Faculty and staff of Horizon Academy

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase the rigor of instruction in all core content areas to result in an increase of 4% in overall proficiency as compared to the proficiency levels of the prior year.	8,000
Grand Total	**8,000**

Goal 1: Increase the rigor of instruction in all core content areas to result in an increase of 4% in overall proficiency as compared to the proficiency levels of the prior year.		
Description	**Source**	**Total**
B1.S1.A1 - Collaborative Data Meetings	Title I Part A	3,500
B1.S1.A1 - Teacher Training for Project Based Learning (PBL)	Title II	4,500
Total Goal 1		**8,000**