

Broward County Public Schools

# Horizon Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>22</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>22</b>
<b>VI. Title I Requirements</b>	<b>25</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Horizon Elementary School

2101 N PINE ISLAND RD, Sunrise, FL 33322

[ no web address on file ]

### School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Every Child, Every Day, Whatever it Takes!

Provide the school's vision statement.

Encourage, Educate, Excel

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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	Other	<p>Student Achievement/RtI Team Member</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/Behavior Threat Assessment Team Member</p> <p>Teacher Feedback and Professional Growth</p> <p>Communication to all Stakeholders in our Educational Community</p>
Lohsen, Kimberly	Reading Coach	<p>Collect data and conduct data chats with administration and teachers.</p> <p>Analyze school data and provide intervention strategies/programs for teachers/interventionists to use with struggling readers.</p> <p>Coach teachers and provide professional learning when necessary.</p> <p>Work with small groups of struggling readers.</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 include: RtI Team Member, Title I Liaison, TIER Liaison, Cafeteria Duty, Behavior Support, and SAFE Team Member</p>
Guy, Craig	Instructional Coach	<p>Provide support to teachers in the subject areas of Math and Science in grades K-5.</p> <p>Collect data and conduct data chats with administration and teachers.</p> <p>Duties also include: 504 Liaison, Transportation Coordinator, SAC Chair, Textbook Coordinator, Safe Team Member, 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	Support teachers and students with curricular and behavioral approaches for students needing individualization of instructional/learning practices. Active participant in the IEP process. Bus Duty Cafeteria Duty TIER Mentor

Martinez, Daniel	Other	Support teachers and students with curricular and behavioral approaches for students needing individualization of instructional/learning practices. Responsible for the scheduling of all meetings pertaining to SWD students. Also, an active participant in the IEP process.
------------------	-------	--

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Horizon Elementary School has a School Advisory Council made up of all required stakeholders. SAC members attend monthly meetings to discuss our School Improvement Plan. At the end of each school year/beginning of the new school year, SAC members discuss the school's achievement and provide input to develop/revise Horizon's School Improvement Plan. Administration also meets with faculty members near the end of each school year to conduct a needs assessment to determine what changes should be made for the upcoming school year.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Horizon Elementary School has a School Advisory Council made up of all required stakeholders. SAC members attend monthly meetings to discuss our School Improvement Plan. Progress of school initiatives are shared with SAC members at these meetings, and changes to the SIPs' goals are made as needed.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes



<b>2022-23 Minority Rate</b>	93%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B  2019-20: C  2018-19: C  2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	32	30	34	32	24	31	0	0	0	183	
One or more suspensions	0	0	0	2	4	6	0	0	0	12	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	18	36	22	37	23	20	0	0	0	156	
Level 1 on statewide Math assessment	0	22	28	27	20	18	0	0	0	115	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	15	10	4	7	0	0	0	39	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	25	31	31	20	23	0	0	0	139

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	2	5	14	8	8	0	0	0	41
Students retained two or more times	2	0	2	0	5	4	0	0	0	13

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	37	36	32	29	22	27	0	0	0	183	
One or more suspensions	0	0	0	4	2	1	0	0	0	7	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	17	14	12	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	20	16	25	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	4	1	0	0	0	0	6	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	3	19	13	15	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	12	9	4	1	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	37	36	32	29	22	27	0	0	0	183	
One or more suspensions	0	0	0	4	2	1	0	0	0	7	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	17	14	12	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	20	16	25	0	0	0	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	4	1	0	0	0	0	6	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	3	19	13	15	0	0	0	52

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	12	9	4	1	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	56	53	56	58	56	45		
ELA Learning Gains				76			40		
ELA Lowest 25th Percentile				63			44		
Math Achievement*	56	62	59	57	54	50	39		
Math Learning Gains				75			24		
Math Lowest 25th Percentile				58			11		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	48	54	36	59	59	24		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	65			50		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	27	Yes	4	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	45			
MUL				
PAC				
WHT	71			
FRL	46			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	37	Yes	3	
ELL	61			
AMI				
ASN				
BLK	58			
HSP	60			
MUL	77			
PAC				
WHT	61			
FRL	58			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			56			35					57
SWD	24			35			33				4	
ELL	32			50			42				5	57
AMI												
ASN												
BLK	43			54			24				4	
HSP	42			52			35				5	58
MUL												
PAC												
WHT	71			71							2	
FRL	45			53			30				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	76	63	57	75	58	36					65
SWD	35	47	20	39	65	25	25					
ELL	56	73		54	85		31					65
AMI												
ASN												
BLK	56	76	63	55	69	50	34					
HSP	54	76	62	51	76	67	32					64
MUL	54			100								
PAC												
WHT	57			64								
FRL	54	74	54	57	72	56	30					67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	40	44	39	24	11	24					50
SWD	28	24		36	24	10	6					
ELL	42	43		33	7		14					50

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	45	46		39	30		23					
HSP	38	29		32	12		29					44
MUL	43			36								
PAC												
WHT	61			65								
FRL	40	37	47	35	20	13	21					45

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	56%	-5%	54%	-3%
04	2023 - Spring	47%	61%	-14%	58%	-11%
03	2023 - Spring	38%	53%	-15%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	62%	-9%	59%	-6%
04	2023 - Spring	57%	65%	-8%	61%	-4%
05	2023 - Spring	54%	58%	-4%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	46%	-17%	51%	-22%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based upon current data, Horizon's proficiency average for NGSSS Science was only 29%. This is a decline of 7% from the 2021-2022 school year. Contributing factors to last year's low performance would be the increase in the number of struggling readers, many of whom are identified as SWD students. Another contributing factor would be that the 2022-2023 grade 5 students were in second and third grade during the 2019-2021 school years. These students missed some of the important foundational skills not only for reading, but also for direct instruction of specific science concepts that are only taught in specific grade levels.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Based upon current data, Horizon showed a 11% decrease in the number of proficient students in the area of ELA. Factors contributing to this decline are the increased number of identified SWD students in grades 3-5. For example, of the 36 level 1 students in grade 3, 29 of these students are identified as SWD--many of which parents deferred retention until the mandatory 3rd grade year. We also believe that since third grade is one of our most impacted grades due to the pandemic, these students still need further instruction in some of the important foundational skills needed to be proficient readers.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Based upon current data, Horizon's proficiency average for NGSSS Science was only 29%. This is 22% below the state average of 51% proficiency. Contributing factors to last year's low performance would be the increase in the number of struggling readers, many of whom are identified as SWD students. Another contributing factor would be that the 2022-2023 grade 5 students were in second and third grade during the 2019-2021 school years. These students missed some of the important foundational skills not only for reading, but also for direct instruction of specific science concepts that are only taught in specific grade levels.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Although Horizon's overall math proficiency decreased 3% from the previous school year, this is still the area that showed the most progress overall from PM1 to PM3 in grades 3-5. Grade 3 showed an increase of 22% from PM1 to PM3, grade 4 showed an increase of 28% from PM1 to PM3, and grade 5 showed an increase of 24% from PM1 to PM3. Actions contributing to this improvement included teacher professional learning and district support with our new Math series, enVision, continual monitoring of student data and differentiation of student instruction, as well as the use of McCarthy Math and Horizon's Math Mania initiative, focusing on math fluency and reinforcement of math skills.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

A main area of concern for Horizon are the number of level 1 students in grades 3-5 in both ELA and Math. The numbers are as follows:

Grade 3: ELA-37 Math-27

Grade 4: ELA-23 Math-20



Grade 5: ELA-20 Math-18

Several of these students are also identified as SWD students, which in and of itself is a huge concern for us when looking to improve our school grade for the 2023-2024 school year.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Instruction for our SWD students
2. Reducing the Number of Level 1 students
3. ELA and Math Instruction
4. Science Instruction
5. Absences

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Area of Focus for the 2023-2024 school year, will be the continual creation of a positive school culture and environment for all stakeholders. During the 2022-2023 school year, 183 students (k-32, 1st-30, 2nd-34, 3rd-32, 4th-24, and 5th-31) had 10% or more absences during the year. This is crucial as we cannot possibly teach children the content they need to know, if they are not in school. By maintaining a positive school culture, we help to entice the students in wanting to come to school, which in turn hopefully motivates parents, which then leads to student achievement.

**Measurable Outcome:**

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

By May 2024, the number of Horizon students with 10% or more absences will decrease by at least 25%.

**Monitoring:**

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

The Area of Focus will be monitored daily by classroom teachers. When students begin to show a pattern of non-attendance, the teacher will contact the parent/guardian. If this continues to be an issue, the School Counselor, Social Worker, and Assistant Principal will be notified, and a meeting will be held with the parent.

**Person responsible for monitoring outcome:**

Kristi Rippo (kristi.burdickrippo@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is the fostering of positive school/parent relationships.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Fostering/promoting positive school/parent relationships, helps to create a collaborative team approach focusing on the success of each and every student at Horizon.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Consistently maintaining positive contact with parents during phone calls, emails, text messages, class dojo, and conferences.

**Person Responsible:** Thaddeus Smith (thaddeus.smith@browardschools.com)

**By When:** Classroom teachers and staff will make this an ongoing priority.

**#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Another Area of Focus for the 2023-2024 school year, will be to increase the proficiency levels of our SWD students. 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 2024, 41% of the SWD ESSA subgroup will achieve state proficiency levels as measured by the grades 3-5 ELA FAST Assessment.

By May of 2024, 41% of SWD students in grades K-2 will also achieve proficiency levels as measured by the K-2 FAST: STAR Early Literacy and/or STAR Reading Assessments.

**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 continual monitoring of student progress throughout the school year. The following assessments will be monitored: FAST PM1-PM3, iReady PM1-PM3--including Growth Monitoring for applicable students, 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based programs being utilized this year will include Benchmark Advance resources, Reading Horizons, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS). Additional programs may be added as per district guidance.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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) tools, and are aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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 the Science of Reading, the B.E.S.T. Standards, and utilization of Benchmark Advance 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 on an as needed basis. The Literacy Coach will also train/coach select individuals that are providing interventions to our students. All district trainings will continue to be promoted throughout the school year as well as sharing best practices during our ELA PLC.

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

**By When:** Ongoing

**#3. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Another area of focus for the 2023-2024 school year will be to increase the ELA proficiency levels of all students at Horizon.

**Measurable Outcome:**

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

By May 2024, 62% of students in grades K-5 will achieve state proficiency levels as measured by the grades K-5 ELA FAST Assessments.

**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 continual monitoring of student progress throughout the school year. The following assessments will be monitored: FAST PM1-PM3, iReady PM1-PM3--including Growth Monitoring for applicable students, Benchmark Advance Unit Assessments: Ongoing between each FAST PM cycle, and ongoing program-embedded assessments.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based programs being utilized this year will include Benchmark Advance resources, Reading Horizons, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS). Additional programs may be added as per district guidance.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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) tools, and are aligned with the district's K-12 Comprehensive Evidence-Based Reading Plan.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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 the Science of Reading, the B.E.S.T. Standards, and utilization of Benchmark Advance 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 on an as needed basis. The Literacy Coach will also train/coach select individuals that are providing interventions to our students. All district trainings will continue to be promoted throughout the school year as well as sharing best practices during our ELA PLC.

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

**By When:** Ongoing

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Horizon's School Advisory Council meets on a monthly basis to review our school's goals and the action steps Horizon is taking to increase student achievement. During such meetings, discussion of available monetary allocations are shared, and input is sought from all stakeholders. This helps to ensure that our funds are being spent wisely and also align to our school improvement goals.

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**

#### **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 2023-2024 school year will be on the fidelity of teaching Tier I Core Instruction as well as meeting the needs of Tier 2 and Tier 3 struggling readers by targeting students in need early and providing them with the necessary intervention to best meet their needs. This is identified as a critical need as we have several new teachers at Horizon in our K-2 grade levels. This focus on instruction in both Tier 1 as well as Tier 2/3 is critical in making sure that ALL students are receiving the education needed to become more proficient readers.

#### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

Our area of focus for the 2023-2024 school year will be on the fidelity of teaching Tier I Core Instruction as well as meeting the needs of Tier 2 and Tier 3 struggling readers by targeting students in need early and providing them with the necessary intervention to best meet their needs. This is identified as a

critical need as our current third grade students were not only significantly affected by the pandemic and their lack of typical formal brick and mortar education, but also because several of these students are identified as students with disabilities (SWD). This focus on instruction in both Tier 1 as well as Tier 2/3 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 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 Measurable Outcomes

By May 2024, 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 Measurable Outcomes

By May 2024, 70% of 3-5 students will score at the proficient level on the FAST: ELA Cambium Assessment.

### Monitoring

#### 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 impact student achievement outcomes.

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

iReady PM1-PM3

Benchmark Advance Unit Assessments: ongoing between the FAST PM1-PM3

Ongoing program-embedded assessments

#### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smith, Thaddeus, [thaddeus.smith@browardschools.com](mailto:thaddeus.smith@browardschools.com)

### Evidence-based Practices/Programs

**Description:**

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. §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, Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Reading Horizons, and Heggerty. All programs meet Florida’s definition of evidence-based (strong, moderate, or promising), are aligned to with the district’s K-12 Comprehensive Evidence-Based Reading Plan and are aligned to the ELA B.E.S.T. 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 plans when necessary.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs we use at Horizon address our identified needs based upon PM1 assessments as well as diagnostics that align with Part 2 of our district’s Applying Science of Reading in BCPS:

K-12 CERP Elementary Decision Tree 2023-2024. They are all research-based and data has shown them to be effective instructional tools. Many of our programs focus on the foundational skills necessary in remediating our struggling students. Utilization of Tier 1-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 also be provided as needed. Professional learning for our select interventions will be conducted by our Literacy Coach as well. School administration/support staff will also monitor instruction through the conducting of weekly classroom observations. Coaching/modeling will be conducted as needed. District trainings on the Science of Reading will be promoted throughout the school year as well as sharing of best practices at Horizon.

Lohsen, Kimberly,  
kimberly.lohsen@browardschools.com

Ongoing progress monitoring will take place throughout the school year. Data analysis will be conducted after each FAST and iReady PM, Benchmark Advance Unit assessments, and program-embedded assessments. Leadership, Literacy Coach and Support team members will work together to make sure that as data as gathered, instructional changes are made as needed.

Smith, Thaddeus,  
thaddeus.smith@browardschools.com

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Once approved, Horizon's School Improvement Plan is placed on our school's website. (<https://www.browardschools.com/Page/66206>) This plan was created/discussed at the end of the 2022-2023 school year and will be monitored/discussed at every SAC meeting during the 2023-2024 school year. Input is frequently sought out by all stakeholders. We also send home a Title I Parent Information Flyer in various languages that includes important information regarding the location of our School's SIP and the availability of having a printed copy for parents who request one.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Horizon's School Family and Engagement plan will be placed on our school's website. This plan was created/discussed at the end of the 2022-2023 school year and will be monitored/discussed at every SAC meeting during the 2023-2024 school year. Input is frequently sought out by all stakeholders. We also send home a Title I Parent Information Flyer in various languages that includes important information regarding the location of our School's PFEP and the availability of having a printed copy in

other languages if necessary. The original English version of our PFEP was sent home with students in their first day packets.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))**

As an Area of Focus, we plan to strengthen our ELA program in the following ways:

- \*All students in grades K-5 will have a literacy block that includes Tier 1 whole group and small group instruction, as well as a differentiated intervention small group based upon results of diagnostic screeners as per the district's K-12 Comprehensive Reading Plan decision tree.
- \*All K-5 students will participate in the iReady Reading program.
- \*All K-5 students will take the STAR Assessment and based upon the results, will participate in AR by reading books and taking quizzes at their appropriate reading level.
- \*The Literacy Coach has instituted Horizon's Reading Initiative which includes incentives for students.
- \*Data will be monitored by all teachers and the Literacy Coach will meet with grade level teams to provide suggestions and/or professional learning to promote student achievement.
- \*Continued focus on the progress of our SWD students and how we can improve their proficiency levels.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Horizon is designated as a Title I school. Due to our designation, Horizon's School Improvement Plan must meet all criteria identified by the Title I Department. Monthly documents are submitted that align to the school's plan and provide the evidence necessary to ensure that Horizon is meeting all federal requirements.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Our Administration and School Counselor ensures that school staff are trained in Youth Mental Health Awareness training. Although all staff members on alert with the life skills and wellness of our students, select staff members act as "Here to Help" agents. All staff members understand that they are mandatory reporters of child abuse. Students identified as neglected/delinquent are connected to our school social worker. Ms. Anglade, through our school counselor, Ms. Shine. Ms. Shine also provides support and resources to our identified needy families, homeless, and migrant students.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

All students receive career and technical education as it is embedded throughout our district's curriculum.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

All of Horizon's teachers--including our ASD cluster teachers--implement Tier 1 behavior strategies. Students identified as having further behavioral difficulties are discussed at our RtI meetings. Our RtI team is made up of our intern principal-Ms. Rippo, school counselor-Ms. Shine, school psychologist-Ms. Maroudas, school social worker-Ms. Anglade, literacy coach-Ms. Lohsen, the classroom teacher, and when necessary, includes our ASD coach-Ms. Halac and ESE Specialist-Mr. Martinez. Tier 2 and Tier 3 strategies are discussed, implemented, and monitored to determine their effectiveness.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Professional learning is ongoing at Horizon Elementary. Based on current data, ELA is our focus for the 2023-2024 school year. Teachers will continue to receive professional learning on Benchmark Advance as well as the district's initiative focused on the Science of Reading. Interventionists--which include paraprofessionals, will receive PL focused on interventions aligned with individual student need. Interventions being used are aligned with the K-12 Comprehensive Reading Plan. Data will be reviewed throughout the school year, and instructional plans will be adjusted as necessary.

All teachers new to Horizon will attend monthly TIER Mentoring meetings held by our TIER Liaison-Ms. Lohsen and will also be paired with a mentor teacher as directed by the district's TIER guidelines. Any teacher who has also made a grade placement change, will also be supported by their grade level team leader.

Horizon teachers also participate in Professional Learning Communities which focus on improving teacher practice and student achievement.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Horizon Elementary assists pre-school children in their transition from childhood programs to elementary programs in a variety of ways. Horizon already hosts 4 Pre-K ASD classrooms, as well as 2 VPK programs at the school. In Spring, Horizon hosts "Kindergarten Round Up" for incoming students and their parents. "Kindergarten Round Up" provides parents and students the opportunity to meet the kindergarten teachers, visit the classrooms, and learn about the kindergarten program and expectations. In addition, prior to the first day of school, Kindergarten Meet and Greet is held at the school. Students and parents meet their child's assigned teacher and visit the classroom. We utilize our marquee, flyers, and parent link to advertise for our annual "Kindergarten Round Up".