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Horizon West Middle

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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.

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

Provide the school's vision statement.

To ensure that every student has a promising and successful future.

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
Thomas, Michelle	Principal	Accountable for the Total School Program - School Board Policy Budget Allocations and Expenditures Internal Accounts Receipts and Expenditures School Advisory Council (SAC), School Site Strategic Planning and School Improvement Plan Development Supervise Curriculum, Instruction and Extracurricular Program Employment, Assignment and Supervision of Instructional and Non-instructional Personnel Curriculum Development, Program Planning, Assessment and Evaluation School Supervision School-Community Relations Instructional and Non-instructional Observations/Assessments Staff Duty Assignments and Supervision Assignment of Supplemental Positions Coordinate New Student Orientation Program; Open Houses with Administration and Student Services Personnel Parent Communication Oversee Media Center Operations Oversee ESE Program Supervise the monitoring of Gifted screening process for equal access to all students Oversee Activities Director
Hargrett, Nicole	Assistant Principal	Threat Assessment Team Member Coordinate Fixed Asset Inventories Oversee ELL program School Advisory Council (SAC), School Site Strategic Administrator over discipline Oversee Health Care Related IE. Vision/Hearing Testing, etc. Monitors School Wide PD and Calendar Updates Supervise Facility Rental's Coordinator Maintaining Registration Process Monitors and track trends in student performance across all academic areas, CTE courses, and electives. School Advisory Council (SAC), School Site Strategic
Flanagan, Kevin	Assistant Principal	Master Schedule Develop School Safety Plan Coordinator Digital Curriculum Supervise Counselors Threat Assessment Team Member Supervise attendance clerk and attendance processes/meetings Duty Roster and Monitoring of duty assignments for school Supervisor of Clubs, Co-Curricular Activities and Athletic Director/ Department Monitors and track trends in student performance across all academic areas, CTE courses, and electives. PTSO Liason

Name	Position Title	Job Duties and Responsibilities
		<p>Monitors School Wide PD and Calendar Updates Responsible for Report Cards and Progress Reports Distribution</p>
<p>Boland, Brad</p>		<p>6th Grade Administrator Oversee 6th Grade Discipline and 8th grade A-L, Grade Level Meetings and Conferences Supervise 6th grade lunch Oversee 6th Grade Office Operations Coordinate transition of 6th graders to Horizon West Middle School with counselor Conduct Grade Level Meetings, Teachers and Students Coordinate Free/Reduced Program & Cafeteria Administrator School Safety Program/Audit Administrator Attend PM school functions as directed by the Principal Assist with Curriculum, Instruction, Assessment Alignment with Grade Level Digital Curriculum Leadership Team Wellness coordinator Responsible for the PBS Store Threat Assessment Team Member PBIS Coordinator Coordinate Fire Drills Bus supervision lead Lunch and AM/PM duties</p>
<p>Logan, Judy</p>	<p>Dean</p>	<p>Supervises 8th grade hall during all transitions AM/PM and lunch duty Maintains school wide and leadership team calendar Attend PM extra curricular functions as directed by the Principal</p>
<p>Bell, Kelley</p>	<p>Other</p>	<p>Oversee ADDitions Coordinator School Grant Proposal Coordinator Develop school safety plan in conjunction with administration Develop student safety plans as required for students Coordinate student mental health initiatives Cultivate Partners in Education programs Initiate school and community partnerships Monitor volunteer opportunities and hours as needed AM/PM Supervision Duty Supports Counselors with Mental Health Threat Assessment Chair AM/PM Supervision Duty</p>
<p>Colon, Miriam</p>	<p>Other</p>	<p>Supervise all district and state testing Conducts professional development on testing procedures Maintains all staff records of testing compliance Coordinate common assessments through Unify in conjunction with PLCs Assign testing proctors</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Coordinate room assignments for testing Ensure all testing administration meets with state and district guidelines Ensures testing security before and after testing dates Package all testing materials for collection Creates adjusted bell schedule for testing as required Serve on instructional leadership team Performance matter management Member of the MTSS Team Create and maintain data room to include facilitating data discussions with teacher after FAST exams AM/PM Supervision Duty</p>
Stanley, Tiffany	Instructional Coach	<p>New Teacher Induction/Mentor Program Coordinator Coordinate Curriculum, Instruction, Assessment Alignment with Assistant Principal of Instruction for all grades and subject areas Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services Classroom visitations for coaching and professional development purposes Work with teachers to track student data, identify needs, plan appropriate instruction and interventions, and maintain data wall School Wide Professional Development Coordinator Oversee IMS, PMS and other district/school reports and training Participate in Instructional Leadership Team Meetings Leadership role in school progress monitoring Deliberate Practice Plan Coordinator Lunch Duty as assigned by the Principal or Designee School/Campus/Hall Supervision as assigned by the Principal or Designee Assist with Teach-In Assist with Access for ELLs Multi-Tier System of Support (MTSS) team member Teach-In Coordinator</p>
Grnya, Steve	Staffing Specialist	<p>Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services Coordinate and attend Educational Planning Team (EPT) meetings with ESE and Grade Level Counselor OCPS LEA Representative Maintain school marquee Maintain and implement 504 documentation; supports guidance with coordination of these meetings Coordinate ESE Parent Conferences with counselors, teachers, and grade level clerk Conduct and Monitor the Staffing/Placement Process in completing all necessary documentation Exceptional Student Education (ESE) Services Assists with coordination of 504 plans Coordinate the Automated Reporting of State and Federal FTE reporting for the school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist school personnel in the maintenance of Exceptional Education Student Records and the Preparation of said records for Audit Provide information on Eligibility Criteria, Placement and Program Options, and Community Resources Available for ESE Students Meet with all teachers to ensure accommodations are appropriate and teachers are in compliance with IEP's Provide Monitoring of ESE Students who are on Consultation Maintain logs of all Exceptional Education Meetings/Testing Lunch duty as assigned by the Principal or Designee Implement and maintain student behavior improvement plans Coordinate Pre-Referral activities and complete referral for Psychological educational evaluations Multi-Tier System of Support (MTSS) team member Threat Assessment Team Member Athletic Coordinator Special Olympics coordinator</p>
Aulerich, Ashley	Reading Coach	<p>Instructional Strategies for reading site coordinator Provide coaching cycles for instructional staff of best practices for reading/ ELA instruction Provide support and coaching to new teachers in implementing best practices Attend all scheduled trainings specific to the role of Literacy Coach (includes state sponsored trainings) In-service on classroom set ups for effective reading instruction Literacy assessment to each incoming new student with subsequent proper placement according to reading achievement levels and ESE/ELL status Assist with developing Literacy Plan used across the curriculum Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services Coordinate the use of and data collection from all relevant programs for ELA and reading Assist teachers to track student data, identify needs, and implement programs Assist Principal with School-Wide Reading Initiative Multi-Tier System of Support (MTSS) team member ELA Lead Lunch and AM/PM duties</p>
Cameron, Mallory	Math Coach	<p>Provide coaching cycles for instructional staff of best practices for math instruction Provide support and coaching to new teachers in implementing best practices Attend all scheduled trainings specific to the role of math coach(includes state sponsored trainings) In-service on classroom set ups for effective math instruction Attend all information meetings offered through the Department of Instructional Development and Instruction and Curriculum Services</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Coordinate the use of and data collection from all relevant math programs utilized on campus</p> <p>Multi-Tier System of Support (MTSS) team member</p> <p>Serve as Digital Curriculum Leadership Team member</p> <p>Assist with device distribution, repair requests inventory, collection, and fine assessment</p> <p>Assist with designing/implementing digital device procedures and classroom curriculum</p> <p>Oversees the school FaceBook and website</p> <p>Multi-Tier System of Support (MTSS) team member</p> <p>Lunch and AM/PM duties</p> <p>Accountability reports and updates</p>
Ryan, Chad	ELL Compliance Specialist	<p>Serves as liaison between school, area and parents for LEP students</p> <p>LEP Chairperson as Principal's Designee</p> <p>Assists in enrollment of possible LEP students</p> <p>Reviews enrollment forms for completion of Home Language Survey</p> <p>Assists in the arrangement for LEP's language proficiency testing</p> <p>Reviews and updates Student Cumulative Folders for LEP folders</p> <p>Ensures that 130 FTE code is reflected on student schedules</p> <p>Evaluate student progress for exiting ELL program</p> <p>Articulates with Feeder Schools</p> <p>Ensures compliance with federal, state and district policies with regards to ELL students</p> <p>Attends district Parent Leadership meetings</p> <p>CELLA Testing Coordinator along with Nicole Sims</p> <p>Monitor Student Progress/Develop ANI's for all students in academic needs, updates SMS and makes referrals to MTSS coordinator</p> <p>Maintain Testing Log</p> <p>Complete Monitoring Log</p> <p>Monitor Procedural Compliance Standardized Testing</p> <p>School/Campus/Hall Supervision as assigned by the Principal or Designee</p> <p>Coordinates HWMS MPLC</p> <p>Multi-Tier System of Support (MTSS) team member</p> <p>AM/PM Supervision Duties</p>

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.

Parents, staff, and community members complete annual stakeholder surveys addressing a variety of schoolwide areas. Survey data is compiled and analyzed to determine areas of strengths and growth opportunities for the following school year. SAC and PTSO have regularly scheduled monthly meetings.

During these meetings, stakeholders work collaboratively to discuss school improvement, analyze data, offer suggestions for increased student achievement/community involvement, and monitor growth.

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))

Student achievement data will be compared after each FAST administration to monitor for effectiveness of SIP implementation. All data will be disaggregated to compare statistical subgroups and the general student population. Particular monitoring of students with limited English Proficiency, students identifying as Hispanic, and students in the lower 30% will be included to determine student target growth toward full mastery of state standards and grade-level proficiency. Data monitoring will include next steps in planning for intervention, remediation, and enrichment as indicated by individual students' scores. SIP monitoring will be conducted quarterly to monitor the effective implementation of current strategies, adequate profession towards all goals, identification of new areas of growth to consider for separate action steps, and supportive professional development to reinforce academic momentum.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	35%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
School Improvement Rating History	
DJJ Accountability Rating History	

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	0	0	0	0	0	0	65	100	130	295
One or more suspensions	0	0	0	0	0	0	2	22	38	62
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	4	7	11
Course failure in Math	0	0	0	0	0	0	0	3	8	11
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	88	143	313
Level 1 on statewide Math assessment	0	0	0	0	0	0	78	60	46	184
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level 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	0	0	0	0	0	0	57	72	96	225

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	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	70	122	134	326
One or more suspensions	0	0	0	0	0	0	3	16	38	57
Course failure in ELA	0	0	0	0	0	0	7	1	7	15
Course failure in Math	0	0	0	0	0	0	2	3	4	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	58	99	97	254
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	79	70	230
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	99	97	254

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	0	0	0	0	0	0	59	90	94	243

The number of students identified retained:

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

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	0	0	0	0	0	0	70	122	134	326
One or more suspensions	0	0	0	0	0	0	3	16	38	57
Course failure in ELA	0	0	0	0	0	0	7	1	7	15
Course failure in Math	0	0	0	0	0	0	2	3	4	9
Level 1 on statewide ELA assessment	0	0	0	0	0	0	58	99	97	254
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	79	70	230
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	99	97	254

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	0	0	0	0	0	0	59	90	94	243

The number of students identified retained:

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

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*	63	48	49	64	49	50	64		
ELA Learning Gains				57			62		
ELA Lowest 25th Percentile				44			55		
Math Achievement*	72	57	56	74	36	36	70		
Math Learning Gains				70			60		
Math Lowest 25th Percentile				64			54		
Science Achievement*	68	53	49	65	55	53	64		
Social Studies Achievement*	76	64	68	81	61	58	78		
Middle School Acceleration	78	77	73	72	52	49	76		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	38	43	40	36	79	76	59		

** 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	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	2	1
ELL	58			
AMI				
ASN	84			
BLK	65			
HSP	60			
MUL	90			
PAC				
WHT	71			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	57			
AMI				
ASN	76			
BLK	59			
HSP	60			
MUL	63			
PAC				
WHT	65			
FRL	57			

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	63			72			68	76	78			38
SWD	20			24			28	25			4	
ELL	50			67			51	65	73		6	39
AMI												
ASN	77			85			90	83	86		5	
BLK	58			62			59	75	73		5	
HSP	54			69			60	68	72		6	38
MUL	93			78				100			3	
PAC												
WHT	71			76			76	84	82		6	36
FRL	50			61			56	61	65		6	37

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	64	57	44	74	70	64	65	81	72			36
SWD	27	35	24	37	45	41	26	43				
ELL	51	53	46	66	68	63	57	70	63			36
AMI												
ASN	74	76	54	86	74		65	92	84			
BLK	66	56	21	66	71	50	58	65	82			
HSP	57	54	44	68	69	64	67	74	65			39
MUL	68	33		80	71							
PAC												
WHT	70	59	49	82	70	68	65	89	76			17
FRL	57	52	36	65	68	56	61	75	62			42

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	64	62	55	70	60	54	64	78	76			59
SWD	24	48	46	29	43	43	35	42				
ELL	52	65	63	60	60	58	53	74	63			59
AMI												
ASN	77	62		76	63		70	86	81			
BLK	61	58	27	51	42	50	59	84	62			
HSP	58	64	63	65	61	54	57	75	69			58
MUL	69	73		50	60							
PAC												
WHT	72	59	33	79	60	50	75	80	84			65
FRL	54	58	53	55	49	44	47	69	68			53

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
07	2023 - Spring	53%	45%	8%	47%	6%
08	2023 - Spring	52%	46%	6%	47%	5%
06	2023 - Spring	57%	44%	13%	47%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	64%	53%	11%	54%	10%
07	2023 - Spring	62%	38%	24%	48%	14%
08	2023 - Spring	70%	58%	12%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	63%	50%	13%	44%	19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	47%	47%	50%	44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	45%	55%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	61%	10%	66%	5%

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.

The lowest data point for Horizon West Middle School was the number of students scoring a level 1 in ELA. A total of 313 students across all grade levels scored at the lowest level. New standards introduced last year could have contributed to a drop in student scores as both teachers and students adjusted to the new curriculum. Throughout the year several classes had multiple teacher changes due to staff turnover and teacher shortages.

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

The 8th-grade students' performance declined both in comparison to the prior year 8th graders (from 97 students to 143 students scoring at level 1 in ELA) and in comparison with the same group of students' performance on the 7th-grade exam (from 99 students to 143 students scoring at level 1 on the ELA exam). Based on classroom observations, teacher-administered common assessments, and FAST exam data, these students seem to still suffer from learning loss from prior years' instructional models. Additionally, students struggled with new rigorous standards. While all grade levels were subject to the new standards the 8th grade ELA group showed the most significant drop in scores compared to the prior year and within their cohort. 8th grade students may have suffered from gaps as we transitioned to the new standards. Standards that would have been built upon over three years were brand new to our 8th-grade students, they did not have the opportunity to build foundational knowledge over a several-year period as will our upcoming students who have multiple years of study under the new standards.

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.

Horizon West Middle School outperforms state metrics. Horizon West Middle School significantly outperforms state averages in Math and Social Studies. Approximately 80% of students are on or above grade level in social studies and 76% of math students are on or above grade level.

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

Math scores at Horizon West Middle continued to show the most improvement last year. Number of students scoring at level 1 dropped from 230 in 2022 to 181 in 2023. The number of student performing at a level in 7th grade dropped from the same student scores as 6th graders (70 students performing at a level on as opposed to 81 students in the same cohort from the prior year. 8th grade students performing at a level 1 decreased from 79 students to 41 students in the same cohort group. Planning in math professional learning communities was restructured two years ago and the dividends of these efforts are trending with our scores. The math department met as a whole group to discuss data, best practices, and standard aligned rigorous assessments and instruction. A focus on vertical alignment allowed for continuous student tracking and intervention over multiple years with the increased proficiency indicated on the extended timeline. Additionally, professional learning communities used updated data analysis after each FAST exam to increase instructional focus on those critical growth needs. Teachers were able to adjust instruction based on real time data provided from multiple administration of state tests. Finally, additional tutoring services were provided virtually to students utilizing ESSR funds to increase student master by providing additional support both during and after the school day.

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

The continued decline in ELA scores over multiple years is an area of concern. The failure to decrease students with multiple detentions over a several year period should be addressed as well.

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

1. Reducing repeat offenses in all discipline categories through a robust PBIS program and behavior tracking tool that allows for more direct and immediate intervention for students violating the code of conduct and recognition of students who regularly follow school rules.
2. Integrating literacy instruction in all classrooms by building teacher capacity, identifying cross curricular literacy opportunities, and introducing best practice literacy strategies across campus.
3. To increase the number of students on or above grade level in math by continuing remediation, tutoring, planning, and instructional strategies that were utilized in the prior school year that produced positive results.

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.

Despite efforts last year to decrease the early warning indicator of students with multiple suspensions, Horizon West Middle School remained stagnant with similar data from year to year. Reducing students with multiple suspensions by default increases student instructional time as they would be in the classroom as opposed to another environment. Early intervention for negative behaviors combined with greater recognition for positive behavior should result in a lower number of students receiving discipline referrals. More consistent parent notification before referrals are required would allow for community support in changing behaviors to coincide with school expectations

Measurable Outcome:

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

The number of students identified on the early warning systems "one or more suspension" will be lowered by 20%.

Monitoring:

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

Quarterly review of discipline records will be conducted by the deans.

Person responsible for monitoring outcome:

Brad Boland (brad.boland@ocps.net)

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.)

Horizon West has purchased the HERO program to track student behavior, notify parents of minor violations of the code of conduct, and monitor positive student behaviors for recognition.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The HERO program is simple computer based system that allows teachers to recognize students for positive behaviors as selected by the school. HERO can immediately notify parents via text or email when either positive or negative behavior has been indicated by any teacher. Repeated violations can be pulled on weekly reports to address concerns with students and parents before offenses reach the level of a referral.

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 3 - Promising 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.

Purchase HERO program for school wide use.

Person Responsible: Michelle Thomas (michelle.thomas@ocps.net)

By When: August 10

Conduction of professional development for all staff to include the use of the Hero program and review school wide behaviors that will be tracked through HERO.

Person Responsible: Brad Boland (brad.boland@ocps.net)

By When: During Preplanning week. Completed by August 10th.

Weekly monitoring of collected evidence for early interventions prior to referrals being written.

Person Responsible: Brad Boland (brad.boland@ocps.net)

By When: Ongoing

Quarterly behavior recognition events for students meeting criteria established by the school discipline team.

Person Responsible: Brad Boland (brad.boland@ocps.net)

By When: Review for qualified students takes place at the end of each marking period. Events take place first week of next marking period.

#2. 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.

Schoolwide student ELA scores have remained stagnant or dropped several years in a row. Students additionally struggled with the new rigorous ELA standards introduced during the prior year. Examining FAST scores and common assessment data, we found that student ELA skills in many categories dropped or remained the same from one test to the other. Despite opportunities to relearn the material and additional focus on these standards final scores did not demonstrate the desired decrease in level 1 students nor an increase in students performing on grade level.

Measurable Outcome:

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

Based on the implementation of research-based literacy-focused instruction in all classes, we expect that the number of students scoring a level 1 for the end of year FAST assessment will decrease by 25%. Furthermore we expect a decrease in students scoring a level 1 between the 1st and 2nd administration of the FAST test will be 10%.

Monitoring:

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

Department/PLC meetings will be held weekly to monitor student progress toward standard mastery. Meetings with the leadership team and department will be held after each FAST exam to target growth opportunities and review student success. Coaching cycles will be utilized to monitor appropriate implementation during classroom instruction.

Person responsible for monitoring outcome:

Kevin Flanagan (kevin.flanagan@ocps.net)

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.)

Professional development with all teachers will focus on existing resources for appropriate implementation in the classroom. Research based literacy instructional strategies will be implemented schoolwide to include coaching cycles to ensure effective use of the strategies in the classroom. Additional acceleration opportunities will be added for ELA students through the Cambridge core course and global perspectives elective.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increased literacy instruction in all content courses allows students direct practice and increased capacity when employing these skills in a variety of contexts. Increased acceleration opportunities continue to focus student learning in ELA and allow for a greater understanding of the standard. Additionally, greater exposure to acceleration allows for student enrichment beyond the basic understanding of the standards. Students repeated exposure to research based literacy strategies increase student capacity and fluency in the application of these strategies.

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.

Professional development to increase teacher capacity of research based literacy strategies in all content areas.

Person Responsible: Ashley Aulerich (ashley.aulerich@ocps.net)

By When: Implemented on a rolling schedule in department and PLC meetings. All departments trained by end of September.

Coaching and planning cycles to ensure effective implementation of literacy strategies in all content areas.

Person Responsible: Tiffany Stanley (tiffany.stanley@ocps.net)

By When: Ongoing throughout the school year.

Add Cambridge course for ELA 7th grade and Cambridge global perspectives electives for 7th and 8th grade to the master schedule. These courses will target levels 3-5 students providing an opportunity for acceleration and increased literacy through Cambridge resources.

Person Responsible: Kevin Flanagan (kevin.flanagan@ocps.net)

By When: August 10th, 2023

Literacy team will meet to review common assessment data and FAST exams to track effectiveness of literacy goals. In conjunction with coaching cycles, the collected data will be used to adjust instructional approaches and provide additional professional development where necessary.

Person Responsible: Kevin Flanagan (kevin.flanagan@ocps.net)

By When: Once per month and after each FAST exam.